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ABSTRACT

This selected and annotated bibliography, compiled at the Central Library of the Charles University, Prague, Czechoslovakia, contains citations of 425 documents that can be used for teaching geography. Annotations of articles that originally appeared in English language journals have been deleted from this translated version. Each entry contains key words, and annotations which are presented under topical headings that include: (1) the history of geography instruction; (2) contemporary geography instruction; (3) educational and teaching objectives; (4) the relationship of geography as a discipline to geography instruction; (5) geography teaching processes; (6) the content of geography instruction; (7) didactical principles in geography instruction; (8) geography instruction methods; (9) geography instruction media; (10) organizational forms of geography instruction; (11) planning geography instruction; (12) outcomes of geography instruction; (13) the geography teacher; and (14) articles about geography that are suitable for classroom instructional use. (JHP)

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F GEOGRAPHY

Selected Bibliography
for 1984

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Geografický časopis SAV, 26, 1984, č. 1 - 4
Komenský, 109, 1983-1984, č. 1 - 10
Lidé a země, 32, 1984, č. 1 - 12
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Přírodní vědy ve škole, 35, 1983-1984, č. 1 - 10
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Geografia w szkole (Poland), 37, 1984, č. 1 - 5
Geografiya v shkole (U.S.S.R.), 51, 1984, č. 1 - 6
Geographie im Unterricht (F.R.G.), 8, 1984, č. 1 - 12
Geographische Berichte (G.D.R.), 29, 1984, č. 1 - 4
Geographische Rundschau (F.R.G.), 36, 1984, č. 1 - 12
Geographische Zeitschrift (F.R.G.) 72, 1984, č. 1 - 4
Izvestiya všesojuznogo geografičeskogo obščestva, Moscow, (U.S.S.R.), 116, 1984, č. 1 - 6
Obučenieto po geografija (Bulgaria), 27, 1984, č. 1 - 6

Petermanns geographische Mitteilungen (G.D.R.), 128, 1984, č. 1 - 4

Vestnik Moskovskogo universiteta. Serija 5 - Geografiya (U.S.S.R.), 54, 1984, č. 1 - 6

Zeitschrift für den Erdkundeunterricht (G.D.R.), 36, 1984, č. 1 - 12

Note

Because the Czech original of this selected bibliography was too extensive for translation (if it were to be translated in its full length, it would be published at a later date), the editors have decided in the English language version of the bibliography to delete journals which are published in English and which English reading users can use directly or can use some other bibliography in the English language. Annotations from the following periodicals have been deleted: Geographical Review, Journal of Geography, National Geographic Magazine, Science Education and Teaching Geography.

Authors of Annotation

PhDr. Antonín Altmann
RNDr. Ludmila Rožická

2.1 The history of geography instruction and the didactics of geography in Czechoslovakia

1. TRÁVNÍČEK, D.:

Přehled vývoje československé geografie mezi oběma světovými válkami. (A survey of the development of Czechoslovak geography in the period between the wars).
Sborník československé geografické společnosti, 89, 1984, No. 4, pp. 318-322. Lit. 13.

The author describes the development of geography in Czechoslovakia since the creation of an independent state in 1918 until the beginning of World War II. He devotes attention to important geographers and their work, as well as geographical institutes at universities and their activities during this whole period.

geography - history - universities - Czechoslovakia.
147753

3.1 Contemporary geography instruction and the didactics of geography in the socialist countries

2. ANDOR, G.:
Szakmunkástanulók fōldrajzi ismeretei - a tōrténélemtanítás tūkrében (Geographical knowledge of pupils in apprentice training centers as reflected in history instruction)
Fōldrajztanítas, 27, 1984, No. 6, pp. 182-184.

The author discusses the status of geography and history and the number of lessons devoted to them in the existing curriculum of secondary schools in Hungary. Some of the positive aspects, as well as negative aspects of the fact that fewer lessons are devoted to these subjects are commented on.

didactics of geography - geography instruction - history instruction - secondary schools - curriculum - Hungary. 137707

3. ATTILÁNÉ, K.:
A fōldrajztanítás néhany problemája a dolgozók szakkōzépiskolájának egyes típasaiban
(Problems of geography instruction in some types of vocational secondary schools for workers)
Fōldrajztanítás, 27, 1984, No. 4, pp. 107-110.

One of the important problems of geography instruction is the way in which various geography courses follow each other in various types of schools, specifically in grade school and secondary school. Another problem concerns the use of the regional principle in instruction and the attention which should be devoted to economic aspects. The author cites various data which are analysed and textbooks quoted.

didactics of geography - geography instruction - vocational secondary school for workers - Hungary. 147707

4. BALOGH, B.A.:
Alsó - és középfoku fōldrajzoktatásunk néhány idōszerū kérédése (Lower and intermediate levels of geography instruction - some problems of time) Fōldrajztanítás, 27, 1984, No. 6, pp. 161-160. Lit. 20.

The author discusses the status of geography after the reform of the curriculum in 1978 and the consequences this reform had led to. Geography lost a number of lessons in the curriculum so that in the author's opinion this subject is now threatened because pupils will become passive; there will not be time enough to use various activating methods of instruction.

didactics of biology - biology instruction - general education school - curriculum - modernization - Hungary. 147707.

5. GÉZA, O.:
A fōldrajztanítás új koncepciója Csehszlovákiában
(The new concept of geography instruction in Czechoslovakia)
Fōldrajztanítás, 27, 1984, No. 4, pp. 103-106.

The principles of the new concept of geography instruction introduced in Czechoslovakia in general education secondary schools are described; the political guidelines of the concept can be found in the document The New Concept of the School System in Czechoslovakia which specifies the status of geography, its content and the number of lessons devoted to it in various classes. The author of the article also provides a brief survey of the subject-matter taught in basic and secondary school.

didactics of geography - geography instruction - modernization of instruction - general education schools - curriculum - Czechoslovakia - Hungary.
147707

6. HAJDÚ, L.:
Új taneszkōz a fōldrajztanítás szolgalatában: a szerkezeti fōldgōmb (A new medium for geography instruction: a model of the Earth's structure)
Fōldrajztanítás, 27, 1984, No. 6, pp. 185-187.
Lit. 14.

The author describes a new medium for use in schools: a model of the structure of the Earth on a scale of 1 : 30000000 and how it can be used in classwork.

didactics of geography - geography instruction - teaching medium - Hungary. 147711.

7. LAZAROV, P.:
A fōldrajztanítás helyzete a Bolgar Neplōztársaságban
(The situation in geography instruction in Bulgaria)
Fōldrajztanítás, 27, 1984, No. 4, pp. 97-102.

In the first part of the article the author analyses the geography curriculum and teaching syllabi used in individual classes of general education schools in Bulgaria. He also devotes attention to the textbooks and literature available to teachers and pupils in Bulgaria in the field of geography. Subsequent parts of the article are devoted to the forms, methods and media used in geography instruction. Hungarian teachers are also provided with information on the further education of geography teachers in Bulgaria.

didactics of geography - geography instruction - general education schools - Bulgaria. 147707.

8. MATRUSOV, I.S. - EGOROVA, N.N.:
Zadachi prepodavaniya geografii v 1984-1985 uchebnom rodu (The tasks of geography instruction in the 1984-1985 school year)
Geografiya v shkole, 51, 1984, No. 4, pp. 18-22.

The authors provide information on changes which have occured as a consequence of the current reform of general education secondary and vocational schools in the U.S.S.R. When dealing with problems of the modernization of geography instruction, use should be made of the experience of outstanding geography teachers, specifically in the areas of general education, their utilization of various media, methods used in organizing instruction, etc. which can all contribute to the implementation of new educational and teaching objectives in Soviet schools. The authors describe the teaching syllabi used in the 5th to 7th classes and also in the 8th and 9th classes. They stress the importance of economic geography for the life of Soviet society.

didactics of geography - geography instruction - modernization - teaching syllabi - socio-economic geography - U.S.S.R. 147707.

9. O prepodavanii geografii v 1984-1985 uchebnom godu - metodicheskoye pismo (On teaching geography in the 1984-1985 school year - a letter on methodology) Geografiya v shkole, 51, 1984, No. 4, pp. 37-40.

In the Soviet Union the new school year has begun with the implementation of the reform of general education secondary schools. Various instructions concerning geography are here provided for the 5th to 10th classes and also suggestions for various practical excercises are made.

didactics of geography - geography instruction - general education schools - modernization - U.S.S.R. 147707.

10. SCHLIMME, W.:
Zur Vervollkommnung der Lehrpläge für den Geographieunterricht in der Sowjetunion (Towards improving the quality of geography teaching syllabi in the Soviet Union)
Zeitschrift für Erdkundeunterricht, 36, 1984, No. 2-3, pp. 86-93. Lit. 10.

The author describes trends of development in geography instruction in the U.S.S.R. and the consequences of modernization, as well as various measures taken in the autumn of 1981 to improve the teaching syllabus. He also provides a survey of existing obligatory, as well as elective courses in the geography curriculum and the basic concept and objectives of geography instruction in the U.S.S.R.

didactics of geography - geography instruction - general education schools - modernization - curriculum - U.S.S.R - G.D.R. 147707.

3.2 Contemporary geography instruction and the didactics of geography in the socialist countries

11. FRIESE, H.W.:

Zur Stellung der Geographie im Disput um die gymnasium Overstufe (The status of geography in the contraversy concerning the upper classes of general education secondary school)
Geographische Rundschau, 36, 1984, No. 6, pp.327-332.
Lit. 16.

The reform carried out ten years ago introduced a number of mandatory courses in the upper classes of general education secondary schools which are still to some extent contraversial. While a certain degree of consolidation has taken place, more attention should be devoted to various aspects of geography instruction. This was the conclusion of a debate which took place at a state-wide conference of school principals. The author specifically mentions a number of problems concerning the geography teaching syllabus and its content. Geography should to a greater extent serve the purpose of general and political education; in the upper classes of school no other subject can substitute for geography or replace it.

didactics of geography - geography instruction - general education secondary school - mandatory instruction - modernization - F.R.G. 147707.

12. OSSENBRÜGGE, J.:

Zwischen Lokalpolitik, Regionalismus und internationalen Konflikten. Neuentwicklungen in den angloamerikanischen politischen Geographie

(Between local politics, regionalism and international conflicts. New trends in Anglo-American geography)

Geographische Zeitschrift, 72, 1984, No. 1, pp. 22-33.

1 tab.

Anglo-American political geography has in recent years attained an innovation of sorts; besides traditional areas of interest it has begun to show an interest in a number of new problems, including local and regional problems of the political control of towns, the factors which influence this and the concrete outcome of various political processes. Regional conflicts have also become an object of interest of political geography. The author deals briefly with the situation in this geography specialization, which also includes current problems of international politics and of relations towards developing countries.

didactics of geography - geography instruction - political geography - Great Britain - U.S.A. - F.R.G. 147707.

4. Educational and teaching objectives and the tasks of geography instruction

13. BRABEC, F.:

Geografia na základných a stredných školách (problémy a perspektivy) (Geography in basic and secondary schools (problems and perspetives))

Geografický časopis SAV, 36, 1984, No. 2, pp.185-190.

The project for the development of the Czechoslovak school system requires an improvement in the quality of education and teaching in a socialist spirit. Geography makes use of the principle of learning in spirals and the principle of continuity, qualitative improvements and the quantitative expansion of education. The author discusses the scope of geographical education among the population, the impact of modernizing instruction and the use of the findings of socialist pedagogics, as well as psychology. Geography teachers should teach in conjunction with the development of science, use modern teaching media and they should continue in their own education and self-education. Instruction should support in pupils an active approach to learning and an interest in the development of the landscape.

didactics of geography - geography instruction - modernization - basic school - secondary school - teacher - Czechoslovakia. 147707.

14. DITTRICH, J.:
Zum Charakter des Wissenschaftstypes Geographie aus philosophischer Sicht (Concerning the nature of the science type represented by geography - from a philosophical point of view)
Geographische Berichte, 108, 1983, No. 3, pp.187-192.

The author analyses geography from the point of view of Marxist philosophy. He stresses the cooperation of scientists who are geographers with philosophers. This interdisciplinary cooperation is also fruitful from the point of view of school teaching. Existing systems of science have developed historically and are not always strictly logical. The subject-matter of science continually changes even if more slowly than its object of study. The differentiation and integration of sciences creates at their interface new scientific disciplines, for instance human ecology with its comprehensive, global nature. This and much more should be taken into account when assessing geography from the point of view of philosophy.

didactics of geography - geography instruction - philosophy - geography and interdisciplinary relations - philosophy - G.D.R. 147707.

15. KRYNICKA-TARNACKA, T.:

Uwarunkowanie realizacji celów wychowania w nauczaniu geografii społeczno-ekonomicznej w szkole ogólnokształcacej (The implementation of objectives dependent upon educational conditions in the course of teaching social and economic geography in general education schools.)

Geografia w szkole, 37, 1984, No. 1, pp. 23-28.

A number of teachers are incapable of correctly formulating educational objectives in geography instruction and hence implementing them in an effective manner. Some teachers tend to separate teaching and education, while others do not have sufficient knowledge in the didactics of geography. The author analyses in detail the educational and teaching objectives of geography instruction, especially social and economic geography. He demonstrates his claims on the basis of the topics "Natural conditions which influence various forms of utilizing the soil " and "The main agricultural zones throughout the world."

didactics of geography - geography instruction - educational and teaching objectives - socio-economic geography - general education schools - Poland.
147707.

16. MAZÚR, E. - URBÁNEK, J.:

Search for Foundations

Geografický časopis SAV, 36, 1984, No. 4, pp.316-329.

Lit. 17, 6 figs.

One of the important characteristics of the present rapid development of geography as a science is its intensive specialization. But if this trend is not at the same time countered effectively, too great an atomization of the science threatens. One of the prerequisites for countering this trend succesfully is the formulation of the common foundations for geography as a science; it is upon this basis that the present specialization is occuring. The author suggests several hypotheses for this purpose, discusses the system approach to the geographical universe and the general structure and language of geography

didactics of geography - geography - specialized disciplines - common principles - Czechoslovakia. 147701.

17. RAUM, B.:

Wesentliche Ziele des Lehrplans Geographie für Klasse 8 zur Aneignung von Wissen und Können und für die Überzeugungsbildung (The main objectives of the geography teaching syllabus for the 8th class in learning knowledge and skills and an education towards specific convictions)

Zeitschrift für Erdkundeunterricht, 35, 1983, No. 8-9, pp. 318-328.

5 tabs.

The author formulates in this article the main educational and teaching objectives for geography instruction in the 8th class which concern physical geography and economic geography, the climate, vegetation, political and economic conditions on various continents, the struggle of nations in Africa and Latin America for an independent economy and for a change of existing conditions. The subject-matter of the teaching syllabus is cited in the form of detailed surveys for the needs of the teacher.

didactics of geography - geography instruction - 8th class - teaching syllabus - objectives - physical geography - economic geography - G.D.R. 147707.

18. Vosvoditsya shkola budushchego (Building a school of the future)
Geografiya v shkole, 51, 1984, No. 6, pp. 3-5.

On October 10th 1984 the committee of the politbyro of the Central Committee of the Communist Party of the Soviet Union for education and the school system met in Moscow together with foremost educational workers from the various union republics, as well as other members of the Party, of local governments, Komsomol and various scientists. The program concerned a document on the reform of the Soviet school system. The need to generate propaganda on this document and organize its systematic study were stressed. The document was the outcome of a discussion held at the plenary meeting of the CC of CP of the U.S.S.R. in April 1984;,the reform will be implemented in the period until 1995.

didactics of geography - geography instruction - reform of school system - Party document - U.S.S.R. 147707.

5.1 Relations between geography as a science and geography instruction at general education schools

19. HÄUFLER, V.:
Geografie - základní věda (Geography, a basic science)
Lidé a země, 33, 1984, No. 11, pp. 486-487.

A discussion is now taking place concerning the problem of whether geography is a single science (physical geography), or two sciences: physical and socio-economic geography. Every science has its object and subject, methods, etc. The object of geography are heterogenic territorial systems which contain qualitatively differentiated natural and socio-economic elements. The subject of science is always mutually co-existing phenomena of important elements which form the character and structure of a system or in other words geographical forms of movement. The common and most important method is the integrational regional method, where laws concerning the surface of the Earth are approached in a universal and integrating manner. We can better understand the object and subject of geography, if we approach them as a series of mutually interconnected forms of movement which usually can be discovered through the study of regional differences. The author stresses the need for applications of a system approach and the use of exact methods and techniques. A restructuralization of geography teaching syllabi for secondary schools should strive for overcoming the rupture between the content and quality of geography.

didactics of geography - geography instruction - modernization - secondary school - Czechoslovakia.
147707.

20. PLESNÍK, K.:
Prínos geografie pre prax (na vybraných príkladoch)
(The contribution of geography to practical life
(on the basis of selected examples))
Geografický časopis SAV, 36, 1984, No. 3, pp.252-266.
Lit. 11, 1 map, 4 figs.

Geography as a science of the landscape provides various services to the practical management of the national economy and the conservation of the landscape. The author selected two examples: an assessment of a highway built in a east-west direction and the elaboration of a feasibility study for determining the locality of a new garbage dump for several communities. Garbage dumps have become a serious problem from the point of view of the landscape and the quality of handling waste is becoming an indicator of the level of development of society.

didactics of geography - geography - landscape - garbage dumps - Czechoslovakia. 147701.

5.8 The educational and teaching significance of instruction in various geography specializations, mutual relations between these specializations, determining the sequence of instruction of various geography specializations

21. KRONER, G.:

Angewandte Geographie und räumliche Planung
(Applied geography and spatial planning)
Geographische Rundschau, 36, 1984, No. 1, pp.31-35.
Lit. 37.

Applied geography uses the findings of scientific geography in practical life, i.e. in politics, the economy and in administration. Applied geography studies spatial problems of various areas of public life, planning on a national and regional scale and problems of territorial allocation. In spite of the great significance of geography as a science with practical applications, the number of jobs available to geographers is steadily declining. This is another reason why university courses in geography should concentrate more on practical applications.

didactics of geography - geography instruction - universities - practical applications - F.R.G. 147701.

5.9 Elective geography instruction at general education schools

22. N.B.:

Svobodnoizbiraemata podgotovka postizhenie na obuchenieto po geografiya (Elective courses - an achievement in geography instruction)
Obuchenieto po geografiya, 27, 1984, No. 4, pp.33-36.

In Bulgaria elective courses have been introduced in a number of subjects, including geography. The purpose of these courses is to enhance the development of creative abilities and develop the interests of pupils. They serve to extend pupils' knowledge and skills, increase their independence and to acquaint them better with practical life, especially with industry and agriculture. It provides opportunities for teachers to use the most modern teaching methods, as well as cooperational forms of instruction, the organization of visits to museums, factories, science institutes and outdoors to various natural formations. In 1984-1985 there were 200 classes in elective geography with more than 3000 pupils.

didactics of geography - geography instruction - elective courses - secondary school - Bulgaria.
147713.

23. RAUM, B.:

Zu den geographischen fakultativen Kursen nach Rahmenprogramm für Schüler der Klassen 9 und 10

(On elective courses in geography which use a general syllabus for pupils in the 9th and 10th classes)

Zeitschrift für Erdkundeunterricht, 36,1984, No. 10, pp. 350-358.

Lit. 27.

The author assesses existing experience with using the general teaching syllabus for elective geography courses in the 9th and 10th classes. Within the framework of this pedagogical reading, he assesses the content and methods of work in hobby clubs. Learning from the experience of others can help teachers to improve the quality of elective courses.

didactics of geography - geography instruction - elective courses - secondary schools - 9th class - 10th class - Bulgaria. 147713.

5.9.1 Geography instruction in higher education

24. KHVALINSKAYA, N.S.:
Osebennosti razvitiya visshey shkoly moskovskogo stolichnogo regiona (Specific aspects of the development of higher education in the Moscow urban agglomeration)
Vestnik moskovskogo universiteta - ser. 5 - Geografiya, 40, 1984, No. 6, pp. 49-54.
Lit. 4.

The author discusses problems of the development of higher education in the capital of the U.S.S.R., Moscow, as well as various alternatives for future developments and improvements to overcome some of the existing problems in this area.

didactics of geography - geography instruction - higher education - organization of school system - U.S.S.R. 143953

6.1 The forming of geographical notions and terminology

25. FLIS, J.:
W celu usuniecia neporozumień wokól znaczenia terminu widnokrag /na marginesie artykulu drs Bohdana Korzeniewskiego/ (Overcoming misunderstandings concerning the term horizon. Comments on an article by Dr. Bohdan Korzeniewski)
Geografia w szkole, 37, 1984, No. 3, pp.148-150.

The author here criticises an article by the author cited in the title concerning the meaning of the term horizon. Polish geographers first attempted to define a horizon at the Congress of Polish Geographers in 1922; a second definition was formulated for the Great Polish Encyclopedia, published in 1964.

didactics of geography - geography instruction - terminology - horizon - Poland. 147719.

26. HERBER, J. - HERBEROVÁ, D.:
K niektorým problemom svetonározového pósobenia z hlediska pojmotvorného procesu (On some of the problems of the worldview influencing of pupils from the point of view of the definition-forming process)
Přírodní vědy ve škole, 35, 1983-1984, No. 7, pp. 270-272. Lit. 3.

When exposition methods are used in teaching and in the educational process in geography instruction, the number of terms used should be strictly controlled and kept at a minimum from the point of view of didactics. The material which is necessary for learning new terms should be carefully chosen. Previously taught material should be taken into account, especially so-called crucial points. The teaching of new terms is a very important aspect of instruction and didactics; the need to use logical steps should be constantly kept in mind.

didactics of geography - geography instruction - learning terms - didactical principles - logical procedures - Czechoslovakia. 141713.

27. KORZENIEWSKI, B.:
Nieporozumienia wokól ksztaltowaniu pojęcia widokręgu (Misunderstandings concerning the teaching of the term horizon)
Geografia w szkole, 37, 1984, No. 3, pp.145-147.

The author discusses the learning of the term horizon in the 3rd and 4th grades of general pupils education school. This is a highly abstract term with which pupils usually have difficulties. The author provides two alternatives of a definition of a horizon for use in these classes.

didactics of geography - geography instruction - learning terms - horizon - general education schools - Poland. 147313.

28. KUZNETSOV, A.P.:

Zadaniya po izucheniyu programmnoy nomenklatury (IX klass) (Assignments for learning the basic terms found in the teaching syllabus in the 9th class)

Geografiya v shkole, 51, 1984, No. 4, pp. 48-53. 9 figs.

Entrance examinations for higher education indicate that pupils in secondary schools do not become sufficiently well acquainted with basic terms used in economics. Geography teachers should therefore devote more attention to teaching the terms used by economic geography. The author demonstrates these terms in the context of describing large Soviet industrial combines.

geography - didactics of geography - terminology - secondary school - economic geography - U.S.S.R.
147719

29. LINHART, L.:

Alpský nebo alpinský ? (Alpine or alpine ?)

Přírodní vědy ve škole, 35, 1983-1984, No. 5, p. 198.

The author deals with a terminological problem: in English Alpine with a capital A pertains only to the Alps, the mountain range in Europe, whereas alpine with a small a relates to high mountains, specifically to flora and fauna typical for high mountains. The author discusses the relevant terms in Czech.

didactics of geography - geography instruction - terminology - Czechoslovakia. 147719.

30. POSPELOV, E.M.:
Nomenklatura shkolnoy geografii (The terminology of school geography)
Geografiya v shkole, 51, 1984, No. 6, pp. 18-23.

The author provides a small dictionary of geographical terms. In this installement he deals with geographical terms used in instruction in the 5th class. His definitions are based on a dictionary of terms produced by the Geodetic and Cartographic Administration of the U.S.S.R. In the fifth class the terms concern physical geography.

didactics of geography - geography instruction - terminology - physical geography - 5th class - U.S.S.R. 147719.

31. ŠKROV, G.:
Československé zeměpisné názvy malých planet
(Czechoslovak geographical names of minor planets)
Lidí a země, 33, 1984, No. 8, pp. 366-367.

Asteroid No. 2315 was discovered on February 19, 1980 at Kleť in Czechoslovakia by astronomer J. Vávrová, minor planet No. 1807 at Skalnaté Pleso (also in Czechoslovakia) by M. Antal. The former has been named Czechoslovakia, the latter Slovakia. Asteroid No. 371 is called Bohemia and asteroid No. 1931 is called Moravia.

geography - astronomy - asteroids - Czechoslovakia. 147719.

32. Terminologie didaktiky geografie (The terminology of the didactics of geography)
Přírodní vědy ve škole, 35, 1983-1984, No. 10, pp. 395-396.

The reprint of several entries from a terminological dictionary for the didactics of geography, which was written by Wahla from the Pedagogical Faculty at Ostrava in Czechoslovakia. He deals with the terms skill, error and category.

didactics of geography - terminology - Czechoslovakia. 147719.

6.7 Guiding pupils towards successful learning in geography, the activation of pupils

33. GYULA, K.:
Az ōnálló tanulói tevékenség hatása a kūlōnbōzō elōmenetelū tanulók tejlesítményében (Independent activities of pupils and their influence on the outcome of instruction)
Fōldrajztanítás, 27, 1984, No. 3, pp. 73-78.
1 tab. 8 graphs.

On the basis of a summary table and 8 graphs the author attempts to prove that the method of guiding pupils towards independent activities in learning geography is very beneficial. He compares the results achieved by independent learning to those which were taught to the whole class from the point of view of the amount of time used, the quality of learning and the marks achieved by pupils.

didactics of geography - geography instruction - study of learning - independent work of pupils - Hungary. 147713.

34. **PESHUNOVA, I.:**
Za pogolyama aktivnost v chasovete po geografiya v peti klas (For the greater activity of pupils in geography teaching lessons in the 5th class) Obuchenieto po geografiya, 27, 1984, No. 5, pp. 37-40. 1 fig.

In the 5th class in geography teaching teachers usually have difficulties in giving pupils independent assignments because pupils are learning specialized subjects for the first time and have not yet worked independently. The author provides advice on how this can be done on the basis of the example of the topic "Air temperature".

didactics of geography - geography instruction - activation of pupils - 5th class - Bulgaria. 147713.

35. STOICHEVA, A.:
Formirane na poznavateliti interesi u uchenitsite v obuchenieto po geografiya v osmi klas
(Creating an interest in learning in pupils during geography instruction in the 8th class)
Obuchenieto po geografiya, 27, 1984, No. 5,
pp. 20-26.

Pupils' interests in learning often are transformed into vocational choices and for this reason increased attention should be devoted to this problem, especially in the 8th class. The author cites the outcome of various experiments to determine pupils' interests. They indicated that in geography, pupils have very specific interests and the course on economic geography in the 8th class provides opportunities for arousing a greater interest in learning. Suitable stimulation leads to better learning,more knowledge and better skills.

didactics of geography - geography instruction - activation - Bulgaria. 147713.

36. SCHLIMME, W.:
Zur Struktur des Stoffes für den Geographieunterricht (On the structure of the subject-matter in geography instruction)
Zeitschrift für die Erdkundeunterricht, 35, 1983,
No. 6, pp. 242-252.
7 tabs.

Extensive analyses have been carried out in recent years concerning the content of geography instruction. Their purpose was to discover the structure of the subject-matter taught, to improve upon it and thus to improve the effectiveness of geography instruction. The author recommends dividing the subject-matter into the following: what concerns topographical terms, individual terms, magnitudes, scientific findings about mutual relations between components of a territory, activities undertaken by pupils and worldview education components, all within the framework of geography instruction.

didactics of geography - geography instruction - learning terms - logical thinking - structure of subject-matter - G.D.R. 147715.

37. UNGER, W.:
Aufstellen und Formulieren von Vermutungen - eine Möglichkeit zur Forderung der produktiv-schöpferischen Tätigkeit der Schüler (The function and formulation of hypotheses - an opportunity for implementing the requirement of productive and creative activities by pupils)
Zeitschrift für den Erdkundeunterricht, 35, 1984, No.7, pp. 277-282.

The author discusses opportunities for problem teaching and the creation and testing of hypotheses in geography instruction. The use of hypotheses and their verification teaches pupils to think logically. The author cites a specific example in which pupils describe fossile molluscs found in the Alps, at high alttitudes.

didactics of geography - geography instruction - problem teaching - G.D.R. 147707.

6.8 Scientific education in geography instruction

38. Sovershenstvovat nauchniy uroven prepodavaniya geografii (Improving the scientific qualities of geography instruction)
Geografiya v shkole. 51, 1984, No. 6, pp.24-36.
1 tab.

An article which concerns the reform of geography instruction based on the resolution of the plenary session of the Central Committee of the Communist Party of the Soviet Union which met on April 10th, 1984. The article specifically deals with teaching syllabi, their educational and teaching objectives, the content of teaching in various classes and the activities of pupils and teachers.

didactics of geography - geography instruction - syllabv - objectives - 5th to 9th classes - general education schools - U.S.S.R. 147713.

6.8.1 The development of a scientific worldview in geography instruction

39. ARIFOV, B.:
Ideologicheskoto vzpitanie chrez obuchenieto po geografiya (Ideological education through geography instruction)
Obuchenieto po geografiya, 27, 1984, No. 6, pp. 10-15, Lit. 7.

A national Party conference in Bulgaria held in March 1984 postulated the task of improving instruction in individual teaching subjects, including geography. The article cites tasks for teachers in this context, as well as for pupils. Especially tasks connected with ideological education should have priority. Socio-economic geography provides a number of opportunities for this type of education, as well as regional geography of the socialist countries.

didactics of geography - geography instruction - worldview education - Bulgaria. 147713.

40. EICHHORN, W.:
Marx' Dialektik und Fragen unserer Zeit (Marx's dialectics and problems of the present)
Zeitschrift für den Erdkundeunterricht, 35, 1983, No. 8-9, pp. 289-295.

The authors discuss the historical roots of Marx's dialectical method of thinking. They stress that materialistic dialectics are a method of work in the sciences and in carrying on the ideological struggle. The author describes the significance of Marxian dialectics, contemporary dialectics and their significance in the struggle for progress and peace among nations.

didactics of geography - geography instruction - Karl Marx - materialistic dialectics - worldview education - G.D.R. 147713.

41. FRICKE, G.:
Lenin und der schöpferische Geist unserer Weltanschauung (Lenin and the creative spirit of our worldview)
Zeitschrift für den Erdkundeunterricht, 35, 1983, No. 6, pp. 209-215.

The author stresses that Marxisms and Leninism are changing the face of the world. He discusses the profound linkage between the works of Marx, Engels and Lenin and Lenin's struggle for the defence and further development of Marxism. Especially Lenin's elaboration of the theoretical foundations of a new type of Party and its strategy and tactics in the struggle for political power and the construction of socialism are stressed.

didactics of geography - geography instruction - V.I.Lenin - worldview education - Marxism - Leninism - G.D.R. 147713.

42. KULTASHEV, N.B.:
Predstavlenie o prostranstve v sovremennikh rabotakh geografov Velikobritanii (Ideas concerning space in the work of contemporary geographers in Great Britain)
Vestnik moskovskogo universiteta, serie 5, Geografiya, 40, 1984, No. 5, pp. 30-35.

The author discusses the worldview stands and the development of geographical concepts in Great Britain. He concentrates his attention on the mutual relation betwewn neo-Malthusian opinions, the structure of paradigms in geographical studies and the longing for creating a "just" society within the framework of the capitalist system.

didactics of geography - geography - worldview opinions - capitalist countries - Great Britain - U.S.S.R. 147713.

43. PANSCHESHNIKOVA, L.M.:
Formirovanie mirovozreniya uchashchikhsya na urokakh geografii (The forming of pupils' worldview in geography lessons)
Geografiya v shkole, 51, 1984, No. 2, pp. 22-28.

The July plenary session of the Central Committee of the Communist Party of the Soviet Union confirmed that the creation of a Marxist-Leninist worldview represents a firm basis for the communist education of the working class. The importance of individual teaching subjects is determined by their contribution to the creation of a scientific worldview in relation to nature, society and thought. Geography is of special importance in the creation of a scientific world-view. The article is based on the teachings of V.I. Lenin and upon documents of Party and Government bodies concerning schools and the modernization of the teaching process. Geography contributes to pupils' learning of correct standards of thinking, and dialectical thinking.

didactics of geography - geography instruction - scientific world-view - modernization of instruction - U.S.S.R. 147713.

44. PAUCKE, H.:
Wissenschaftlich-technischer Fortschritt und rationelle Naturnutzung im Spiegel der Werke von Karl Marx und Friedrich Engels (Scientific and technological progress and the rational utilization of nature in the light of the works of Karl Marx and Friedrich Engels).
Zeitschrift für den Erdkundeunterricht, 35, 1983, No. 7, pp. 257-264.

The author discusses the role and significance of technology and the utilization of nature in the works of Karl Marx and Friedrich Engels. His point of departure is the appropriation of nature in the course of the labour process and/or the production process. He discusses the essential social role of technology and the driving force of technological development, the effect of technology upon man and nature under capitalism and the possibility of improving technology under socialism.

didactics of geography - geography instruction - scientific worldview - Karl Marx - Friedrich Engels - scientific and technological revolution - G.D.R. 147713.

45. TURKOVA, A.J.:
Výchovný potenciál zemepisu z hlediska svetonázorovej výchovy v 5. ročníku ZŠ. (The educational potential of geography from the point of view of worldview education in the 5th grade of basic school).
Přírodní vědy ve škole, 35, 1983-1984, No. 5, pp. 193-194. Lit. 6.

The basis for worldview education in geography is in the didactical process, while the completion of the pupil's own worldview opinion should take place in educational activities outside the school system and in extracurricula and hobby club activities. Atheistic, astronomy and meteorology activities in hobby clubs are a very suitable form of worldview education, as well as all activating forms of work with non-traditional forms and the maximum use of pupils' own activities, the development of their own interests and creativity. The author shows suitable forms of work on the basis of the topic "An instroduction to geography instruction", taught in the 5th class, where the following problems are dealt with: the Earth as an object in space, creating an image of the Earth in maps and time zones.

didactics of geography - geography instruction - scientific worldview - 5th class - basic school - Czechoslovakia. 147713.

6.8.2 Atheist education in geography instruction

46. BEDIROV, M.V.:

Kraevedcheskiy material kak sredstvo ateisticheskogo vospitaniya na urokakh fizicheskoy geografii

(Regional subject-matter as a means of atheist education in geography lessons)

Geografiya v shkole, 51, 1984, No. 4, pp. 59-60.

The use of regional material makes the process of instruction more interesting and convincing. Especially the physical geography of the region provides a number of opportunities for learning more about natural phenomena in general. The regional principle also makes it possible to explain local folklore, literature, history, specific aspects of nature, the economy and the population. This makes it possible to enrich pupils' knowledge and extend their interest in the life of the region.

didactics of geography - geography instruction - scientific worldview - regional principle - U.S.S.R. 147713.

6.8.3 Education towards socialist patriotism and proletarian internationalism in geography instruction

47. YORDANOV, T.:
Glavni postizheniya ot intenzifikatsiyata na rastenievodstvo v NR Balgariya (The most important achievements in the intensification of crop production in the Bulgarian National Republic)
Obuchenieto po geografiya, 27, 1984, No. 5, pp.1-11.
Lit. 12, 2 figs., 4 tabs.

The intensification of Bulgarian agriculture has been made possible by the success of Bulgarian agro-biology and other sciences, modern technology and the whole socialist economy. The author indicates the different conditions for the development of agriculture which exist under capitalism and socialism. The main factors in the intensification of crop production are the development of the material and technological basis of agriculture, i.e. in greater deliveries of tractors, combines, energy sources, chemicals, artificial fertilizers, highly skilled personnel and also the existence of suitable geographical conditions. The amount of grain produced has increased, as well technical crops, oil bearing plants, fodder, tubers, tabacco, cotton, vegetables and fruits.

didactics of geography - geography instruction - education towards socialist patriotism - agricultural production - Bulgaria. 147713.

48. KREBS, G.:

Friedenssicherung und Stärkung des Sozialismus, Aufgabe und Anliegen auch des Geographieunterrichts (Assuring peace and strengthening socialism - also tasks and obligations of geography instruction). Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 8-9, pp. 205-298.

The article deals with the contribution made by geography instruction to the defence education of pupils. Geography teachers describe how it is possible to influence pupils within the framework of topics which concern the essence of imperialism, the tasks of everyone in the defence of the motherland, the defence of the cultural heritage of all mankind, etc. The author demonstrates how these topics should be dealt with in the 5th to 10th classes of general education schools.

didactics of geography - geography instruction - defence education - education towards socialist patriotism - education towards proletatian internationalism - G.D.R. 147713.

49. LESHCHINSKAYA, S.E.:

Opornie znaniya vosushchestvlenii patrioticheskogo vopitaniya pri izuchenii fizicheskoy geografii SSSR. (Basic knowledge in implementing the patriotic education of pupils in the course of teaching the physical geography of the U.S.S.R.)
Geografiya v shkole, 51, 1984, No. 2, pp. 29-30.

The author describes a didactical system for patriotic education when teaching the physical geography of the U.S.S.R. She cites specific examples of patriotic education in the U.S.S.R.

didactics of geography - geography instruction - education towards socialist patriotism - physical geography - U.S.S.R. 147713.

50. PAUCKE, H.:

Zur Frage "Krieg und Frieden" in den Werken von Karl Marx und Friedrich Engels (On problems of "war and peace" in the works of Karl Marx and Friedrich Engels)
Zeitschrift für den Erkundeunterricht, 35, 1983, No. 10, pp. 353-359.

The author describes the conclusions drawn by Karl Marx and Friedrich Engels concerning problems of war and peace. The roots of Marxist peace theory are explained, wars are described as the products of a class society. Methods for achieving peaceful coexistence are indicated and it is stressed that coexistence is the only alternative to war. Marx's and Engels' revolution in philosophy has brought with it the complete revolutionization of philosophical thought on the subject of war and peace. By theoretically explaining the historical turnabout from an antagonistical class society to the peace of a communist social formation, Marx and Engels have carried out the greatest advance in thinking about problems of war and peace.

didactics of geography - geography instruction - philosophy - Karl Marx- Friedrich Engels - education towards peace - G.D.R. 147713.

51. SCHWENK, H.:
Zur Lebenskraft und zum Wahrheitsgehalt der Leninschen Theorie über den Imperialismus in der Gegenwart (On the viability and correctness of the leninist theory of imperialism in the present)
Zeitschrift für den Erdkundeunterricht, 36, 1984,
No. 2-3, pp. 49-58. Lit. 32,
3 figs., 2 tabs.

On the basis of many facts, the author demonstrates that 60 years after the death of V.I. Lenin his theory of imperialism is still valid; the role of monopolies is the same today as it was then. The historical characteristics of imperialism by Lenin are still valid.

didactics of geography - geography instruction - scientific worldview - V.I. Lenin - education towards peace - imperialism - G.D.R. 147713.

52. VINOKUROVA, L.I.:
Obrazovatelno vospitatelnoe znachenie znaniy o TPK
(The educational and teaching significance of knowledge concerning territorial industrial complexes).
Geografiya v shkole, 51, 1984, No. 4, pp. 46-47.
1 tab.

The educational and teaching significance of knowledge concerning territorial industrial complexes in the U.S.S.R. is an important aspect of economic geography taught in schools. It aquaints pupils with how scientific and technological progress in industry is implemented. The product structure of territorial industrial complexes reflects the development of the energy sector. Teaching this subject-matter leads to a profound understanding of the planning of industrial production, progressive technologies and the socialist method of production. It also represents an evaluation of the correct utilisation of natural conditions and resources.

didactics of geography - geography instruction - education towards socialist patriotism - industrial production - U.S.S.R. 147713.

6.8.7 Education towards nature conservation and environmental control in geography instruction

53. BRAUN, A.:

Ist die Umwelterziehung auf dem richtigen Weg ? Einige Ergebnisse und Konsequenzen einer empirischen Untersuchung zum Umweltbewusstsein von Schüllern der Sekundarstufe I. (It the education towards environmental conservation going in the right direction ? Some findings and conclusions from an empirical study concerning environmental awareness among pupils the lower classes of secondary school). Geographie im Unterricht, 9, 1984, No. 8, pp.322-326. Lit. 17, 1 fig., 3 tabs.

This article reports on the findings of a study project where pupils in the 10th class of basic schools and general education secondary schools were given questionnairs. On the basis of its findings the author expresses his doubts about the outcome of education towards environmental conservation; the responses demonstrate negative aspects of pupils' actual behaviour. The author makes a number of suggestions for improving instruction and education for environmental conservation and cites various reasons for accepting these suggestions.

didactics of geography - geography instruction - education towards environmental conservation - secondary schools - F.R.G. 147713.

54. FINOSHINA, A.P.:

Nedelya okhrani prirodi v selskoy shkole

(A week of nature conservation in a rural school).
Geografiya v shkole, 51, 1984, No. 4, pp.54-59.
1 tab.

The author is a teacher at the school in Berendeyevsk in the Jaroslavsk region who here describes her own work within the framework of the campaigne "The U.S.S.R. - My Motherhand". The main activities of this campaigne are hiking and nature conservation. In recent years nature conservation weeks have been organized in many schools. Each such week concentrates on a specific subject-matter and strives towards a specific educational and teaching objective. The main thing is to foster in pupils a positive relationship towards nature, the natural wealth of the country and its various regions. During nature conservation week pupils also present the findings they have gathered during their hikes and nature excursions. The author describes the various activities undertaken by various age groups.

didactics of geography - geography instruction - nature conservation - environmental conservation - hobby clubs - hiking - U.S.S.R. 147713.

55. GEIBERT, H.:
Umwelterziehung in der Schule im Spannungsfeld zwischen Ökologie und Ökonomie (Education towards environmental conservation in schools which covers the area between ecology and economy).
Geographie im Unterricht, 9, 1984, No. 11,
pp. 417-421.
1 fig.

The author deals with problems of ecology and the economy, as they are encountered in geography teaching. He devotes special attention to problems of ecology, whose name originates with Haeckel (1866) and which is now considered to be one of the biological sciences. However, geo-economics and geo-ecology, are in the author's opinion important sub-disciplins of geography; they deal with eco-systems found on Earth; these are classified as natural, man-made and those transformed by man. Ecological problems have at present been included into various parts of the curriculum and various teaching subjects. The author provides various comments on aspects of geo-ecology.

didactics of geography - geography instruction - ecology - environmental conservation - F.R.G.
147713.

56. HACKER, G.:

Umweltwahrnehmung und Werterziehung im Erdkundeunterricht (Perception of the environment and the education of values in geography teaching).
Geographie im Unterricht, 9, 1984, No. 8,
pp. 326-330.
4 figs.

Perception of the environment has always been an important instrument for explaining the correctness of geographical reality. The article asks how the subjectively perceived environment can be didactically and methodologically correctly used in geography instruction. An integrated approach facilitates for the teacher the carrying out of a didactical analysis and description of geographical reality. In the second part of the article the author discusses methods for assessing the perceived landscape.

didactics of geography - geography instruction - environment - perception - didactical analysis - F.R.G. 147713.

57. KAGAROVA, K.:

Vazpitavane na lyubov kam prirodata tarez krazhochnata deynost (Education towards nature conservation through hobby club activities)
Obuchenieto po geografiya, 27, 1984, No. 3,
pp.17-22. 2 appendixes

The author provides information on the activities of a nature conservation hobby club which functions within the framework of geography instruction. The club has 30 pupils who are in the 5th and 6th classes of basic school. The plan of activities of the club is cited, and its activities throughout the year described.

didactics of geography - geography instruction - hobby club - nature conservation - 5th and 6th class - basic school - Bulgaria. 147713.

58. NOVÁK, L.:
Archív, museum, laboratoř CHKO Šumava (An archives, museum and laboratory at the Šumava Landscape Reservation)
ABC mladých techniků a přírodovědců, 28, 1983-1984, No. 9, pp. 24-25.
4 photos.

The Landscape Reservation of the Šumava mountains was created on December 27th, 1963 and thus in 1983 it celebrated the twentieth anniversary of its duration. The reservation measures a total of 1630 square kilometers. The author describes the flora and fauna of the reservation and the events which have taken place in the area since the founding of the reservation. He also describes the geology of the area and specifically its 8 glacial lakes.

didactics of geography - geography instruction - nature conservation - landscape reservation - Šumava mountains - Czechoslovakia. 147713.

59. PENCHEV, A.R.:

Kraepoznavatelnata deynost - sredstvo za povishava ne kachestvoto na prirodozashchitnogo obrazovanie i vzpitanie na uchenitsite (Activities for learning about the landscape - a medium for improving the quality of natural science education and the teaching of pupils).

Obuchenieto po geografiya, 27, 1984, No. 3, pp. 35-38.

Nature conservation and environmental conservation are important components of geography instruction. The author demontrates the use of the regional principle in education towards nature conservation and environmental control. He cites suitable topics which can be used in the 7th class of basic school, where this subject-matter should be taught. The author also describes opportunities provided by excursion to industrial combines, rivers and soil relamation projects which can be undertaken in this context.

didactics of geography - geography instruction - nature conservation - environmental control - 7th class - basic school - excursions - Bulgaria.
147713.

60. VÍTEK, J.:
Silvestrovské reservace (The New Year's Eve reservations)
ABC mladých techniků a přírodovědců, 28, 1983-1984, No. 8, pp. 4-5.
4 photographs.

50 years have passed since the so-called New Year's Eve Reservations were created (they are called this bacause they were created on December 31st, 1933). Among them are 66 State Nature Reservations which include a number of important natural localities; they were created by the Ministry of Education in the period between the wars.

didactics of biology - biology instruction - nature conservation - state nature reservations-Czechoslovakia. 147713.

61. WROZ, W.:
Aktion Grüne Mülltonne. Rezirkulierung organischer Abfallstoffe aus Haushalten und Gärten. Ein Fallbeispiel zum Thema Umweltgefährung und Umweltschutz
(The "Green Dustbin" project. The recirculation of organic waste from households and gardens. Suitable subject-matter for the topic Environmental pollution and Environmental conservation).
Geographie im Unterricht, 9, 1984, No. 8, pp.315-321.
2 figs., 1 worksheet, 2 appendixes, 8 tabs.

Changes which have occured in our lives due to the increased consumption of various products have been accompanied by a huge increase in production, as well as the use of short-term "throw-away" products and increasingly sophisticated packaging technologies; all this has led to an enormous increase in waste. This development requires increasing waste processing facilities. At the same time increases in the consumption of raw materials and energy are causing waste itself to become an important source of secondary raw materials. The project Green Dustbin requires the separate collection of various types of waste and the composting and further use of all organic waste from households and gardens, which is then used for the cultivation of useful plants.

didactics of geography - geography instruction - environmental control - recycling - composting - F.R.G. 147713.

62. ZICHÁČEK, V.:
Zeleň v krajině (Greenery in the landscape)
Přírodní vědy ve škole, 35, 1983-1984, No. 9, pp. 359-360. Lit. 10.

The author describes the importance of greenery in the landscape, its function as protection for the soil, its influence upon the forming of the climate, its function in captivating dust particles in the air, its biotic and homeostatic function, hygienic function. etc. The author also discusses the purpose of scientific conservation and care of greenery in the landscape.

didactics of geography - geography instruction - environmental conservation - vegetation - landscape - Czechoslovakia. 147713.

7.1.3 Problem teaching

63. UNGER, W.:
Zur bewussten Planung von Problemsituationen in Geographieunterricht (On the purposeful planning of problem situations in geography instruction). Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 4, pp. 131-137. Lit. 21.

A problem situation which is planned beforehand usually provokes in pupils strivings to solve the problem. The author in this article describes the basic prerequisites for the purposeful planning of problem situations in geography instruction. He cites opportunities for selecting and structuralizing effective probability problems and the possibilities for their solution by pupils on the basis of the subject-matter taught in the 6th class of basic school.

didactics of geography - geography instruction - problem instruction - 6th class - basic school - G.D.R. 147707.

7.6 Geographical syllabi and curricula

64. HERBER, J.:

Dočasné osnovy ze episu pre gymnázia vo svetle experimentného vyučovania (The temporary geography syllabi for general education secondary schools in the light of experimental instruction). Přírodní vědy ve škole, 35, 1983-1984, No. 1, pp. 30-31.

The experimental verification and testing of new geography syllabi has just been completed. The author cites the findings of this experimental teaching, which was carried out first at 12 and later at 27 schools. Pupils' learning of the subject-matter of social and economic geography was 10 % better than when learning physical geography. The author analyses various topics and their positive and negative aspects from the point of view of teaching according to the experimental teaching syllabus. The outcome has led to some changes in the definitive version of the geography teaching syllabus. The new version can, however, in the future be changed further, after serious and long-term results are analysed.

didactics of geography - geography instruction - teaching syllabus - experimental teaching - new teaching syllabi - Czechoslovakia. 147707.

65. Ministerstwo oświaty i wychowania - Instytut programów śzkolných. Program szkoly podstawowej - geografia klasa VIII (The Ministry of Education and Institute for School Curricula: The curriculum for basic school - geography in the 8th class). Geografia w szkole, 37, 1984, No. 5, pp. 250-252.

The Polish Ministry of Education approved a new geography curriculum for implementation in the curriculum of the 8th class of basic school, beginning with the school year 1985-1986. Individual topics include the following: The Polish nation and its territory, The geographical environment of Poland, A survey of geographical regions, The population, Industry and industrialization, Agriculture and nutrition, Water as natural wealth, Poland as a maritime nation, Poland's transportation network, Polish contacts with foreign countries, Tourism and recreation, The most important economic problems of the environment, My region and its problems. To this list of topics are added mandatory field excursions and a list of skills which should be acquired.

didactics of geography - geography instruction - curriculum - 8th class - basic school - Poland.
147707.

66. **PAPÍK, M.:**
Didaktické chápání učiva z matematické geografie a kartografie (A didactical approach to the subject-matter of mathematical geography and cartography).
Přírodné vědy ve škole, 35, 1983-1984, No. 5, pp. 195-196.

This article was written for geography teachers who are beginners. It stresses generally valid principles and approaches to the didactical preparation of the subject-matter taught in mathematical geography and cartography. The advice given by the author is aimed at carrying out the intellectually more demanding work according to the new geography teaching syllabi. Various assignments are cited and effective teaching methods and teaching aids are recommended.

didactics of geography - geography instruction - teaching syllabi - mathematical geography - cartography - Czechoslovakia. 147707.

7.9 Modernization endeavours in geography instruction, differentiation in geography instruction

67. FRIEDRICH, M.:
Differenziertes Arbeiten im Geographieunterricht (Differentiated work in geography instruction). Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 6, pp. 235-240.

The author describes a lesson where different pupils do different work. In this way the teacher can use an individual approach to pupils. The author cites the example of topics concerning the natural wealth of the G.D.R., potassium and salt mines, and their utilization. It has been found that this type of instruction leads to a higher intensity of study among pupils.

didactics of geography - geography instruction - differentiated teaching - individual approach - pupils - G.D.R. 147707.

68. MILCHEVA, L.:
Diferentsiatsiya kato uslovie za intenzifikatsiya na uchebniya protses (Differentiation as a pre-condition for the intensification of the teaching process)
Obuchenieto po geografiya, 27, 1984, No. 3, pp. 7-11. Lit. 9.

The didactical principle of an idnividual approach to pupils can be implemented through the differentiation of instruction. It serves as an excellent stimulus for all pupils and to highly effective instruction. Various activation methods can be used with it and differences in the psychological profils of pupils fully utilized. But of course the teacher must decide on the degree of independence accorded individual pupils and the difficulty of various tasks assigned to them. The author also cites the opinions of various educators on the problem of differentiation in instruction.

didactics of geography - geography instruction - differentiation of instruction - individual approach to pupils - education and the teaching process - Bulgaria.147707.

69. Osnovniye napravleniya reformy obshcheobrazovatelnoy i professionalney shkoli. (Basic trends in reforming general education and vocational schools).
Geografiya v shkole, 51, 1984, No. 4, pp. 3-17.

The article is a reprint of an article printed in Pravda on April 14, 1983. It deals with the basic trends of the new school reform, which concerns above all general education and vocational schools in the Soviet Union. The article deals in detail with the resolution of the Central Committee of the Communist Party of the Soviet Union from April 10th and the resolution of the Supreme Soviet of the U.S.S.R. from April 12th, 1984. The tasks of the school reform are formulated, both for teachers and pupils; its purpose is to improve the quality of teaching and the efficiency and effectiveness of learning individual subjects.

didactics of geography - geography instruction - modernization of teaching - general education schools - vocational schools - vocational guidance - U.S.S.R. 147707.

70. *Prakticheskoe osushchestvlenie reformy obshcheobrazovatelnoy shkoli* (The practical implementation of the reform of general education schools). Geografiya v shkole, 51, 1984, No. 5, pp. 3-7.

The Ministry of Education of the U.S.S.R. here provides various methodological recommendations for the implementation of the school reform, which is to be carried out in the school system of the whole country during the school year 1984-1985. The complete text of the recommendation was also reprinted in Učitelské noviny (published in Prague). These recommendations have been the subject of discussions at meetings of teachers of various teaching subjects (including geography), which are described in greater detail in this article.

didactics of geography - geography instruction - Ministry of Education of the U.S.S.R. - methodological instructions - school reform - U.S.S.R. 147707.

71. STANEVA, M.:

Toponimite - sredtstvo za osashche stoyane na integralen podkhod pri obuchenieto po geografiya na angelski ezik (Toponymy - a means towards implementing an integrated approach towards the use of the English language in geography instruction).

Obuchenieto po Geografiya, 27, 1984, No. 8, pp.16-19.

One of the methods for improving the quality of geography instruction is toponymy - the study of place names - which requires the correct pronunciation and understanding of English terms when studying the geography of the U.S.A., Great Britain, the South African Republic, Canada, Australia and other countries in the 7th and 8th class. English words should be explained and pupils taught how to pronounce them correctly.

didactics of geography - geography instruction - English - toponymy - Bulgaria. 147707.

8.2 The didactical principle of integrating school and everyday life

72. BARTH, L.:
Lebensverbundener Geographieunterricht - vorläufiger Abschluss einer Diskussion, die weitergeführt werden muss (Geography instruction linked with every-day life - the preliminary conclusions of a discussion, which should be continued).
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 72-79. Lit. 2.

The author sums up the findings of a discussion which has lasted almost two years and which concerns the problem of integrating geography instruction with everyday life. The article provides a number of examples in this context.

didactics of geography - geography instruction - didactical principles - integrating school and everyday life - G.D.R. 147709.

8.5 The didactical principle of using examples and unity between the concrete and the abstract

73. YUNUSOVA, M.:
Rol naglyadnosti v izuchenie geografii svoey respubliki (The role of using examples in teaching the geography of our republic).
Geografiya v shkole, 57, 1984. No. 2, pp.37-39.
1 tab.

The 26th Congress of the Communist Party of the Soviet Union set the main trends for the further development and improvement of Soviet schools. The author discusses the principle of using examples on the basis of teaching the geography of the Soviet Republic or Uzbekistan and especially its natural conditions. For this purpose she uses various teaching media, including collections of minerals and rocks, herbariums of local flora, albums with photographs of local fauna. Pupils use various items of small-scale visual aids to make bulletin boards and exhibitions.

didactics of geography - geography instruction - didactical principle of using examples - Uzbekistan - U.S.S.R. 147707.

8.8 The didactical principle of taking into account interdisciplinary relations

74. TSANKOVA, L.:
Prilozhenie na mezdupredmetnite vpazki na geografiyata s fizikata pri uroke na tema "Atmosferno nalyagane" v sedmi klas (The utilization of interdisciplinary relations between geography and physics in lessons which are devoted to atmospheric pressure in the 7th class).
Obuchenieto po geografiyam,27, 1984, No. 6,
pp. 19-23. 1 fig.

Taking into account interdisciplinary relations means improving the quality of pupils' learning and making instruction more effective. The author demonstrates the utilization of interdisciplinary relations between geography and physics in the 7th class when teaching about atmospheric pressure. This topic requires knowledge of physics learnt in the 6th class. The author discusses this subject-matter and recommends the use of an atlas and work in groups. Each group deals with a separate assignment.

didactics of geography - geography instruction - didactical principles - interdisciplinary relations - 7th class - Bulgaria. 147707.

9. Geography instruction methods

75. FLATH, M.:
Didaktische Vereinfachung fachwissenschaftlicher Arbeitsmethoden - dargestellt am Beispiel der Methode zur Beurteilung des Bodens (Didactical simplifications of specialized scientific methods - on the basis of the example of assessing soil qualities).
Zeitschrift für den Erdkundenunterricht, 36, 1984, No. 5, pp. 179-185.
1 fig.

The article describes didactical simplifications as means for differentiated work in geography instruction. This is demonstrated on the basis of the example of methods used for the assessment of soil samples.

didactics of geography - geography instruction - scientific method - pedology - differentiation - G.D.R. 147709.

76. VEKILSKA, P.:
Razvitie na metodikata obuchenieto po geografiya v Balgariya pri sotsializma (The development of the didactics of geography in Bulgaria in the period of socialism)
Obuchenieto po geografiya, 27 1984, No. 4, pp.17-28.
Lit. 23.

The author describes the development of the didactics of geography in the period of the socialist system in Bulgaria. Both the theory and

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practice of geography instruction have been developed and attention is paid to educational and teaching objectives, the content of teaching and especially to methods and organizational forms of instruction. The author extensively comments those teaching methods which provide opportunities for developing the activities of pupils. Also high-quality teaching media have been developed. Geography instruction is combined with the every-day life of society. The objectives of the didactics of geography are also discussed.

didactics of geography - geography instruction - teaching methods - Bulgaria. 147709.

9.6 Methods of work with literature, textbooks, the syllabus, workbooks, worksheets, atlases and maps

77. BARINOVA, I.I.:
Zur Behandlung von Verfahren des Kartenauswertens im Geographieunterricht der Klassen 5 bis 7
(Comments on experiences with assessing maps in geography instruction in the 5th to 7th classes)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 4, pp. 138-147.
5 tabs.

The author discusses the new, improved geography teaching syllabus on the basis of experiences with the assessment of maps. On the basis of experience gained by E.N. Kabanoba-Meller with the gradual introduction of new knowledge, the author describes individual methods of using maps in class and as sources of information. The article deals specifically with 5th and 6th class geography and the use of maps.

didactics of geography - geography instruction - teaching methods - use of map - 5th class - 6th class - general education school - U.S.S.R. 147709.

78. BRAMEIER, U.:
Der sichere Umgang mit dem Kartenmasstab
(The sure use of map scales).
Geographie im Unterricht, 9, 1984, No. 4, pp.162-166.
1 worksheet.

The author introduces pupils to the independent use of a map and to the use of map scales. For this purpose a worksheet is provided. A simple didactical game serves to strengthen what has been learnt. Pupils can develop the game themselves.

didactics of geography - geography instruction - worksheet - teaching methods - didactical game - cartography - F.R.G. 147709.

79. DVURCHENSKAYA, A.P.:
Rabota s uchenikom geografii pri izuchenii temi Kazakhskaya SSR v VIII klasse (Using the geography textbook in teaching the topic"The geography of the Kazakh SSR"in the 8th class).
Geografiay v shkole, 51, 1984, No. 2, pp. 38-39.
1 tab.

The author discusses in detail the methodological aspects and didactical principles which are important when teaching the topic The geography of the Kazakh SSR in the 8th class of basic school.

didactics of geography - geography instruction - teaching methods - use of textbook - 8th class - Kazakhstan - U.S.S.R. 147709.

80. DZHEBEDZHIEV, I.:
Ratsionalne priyomi na rabota a teksta na uchebnika po geografiya i intenzifikatsiyata (Rational methods of using geography textbooks and intensification).
Obuchenieto po geografiya, 27, 1984, No. 3, pp.23-28.
Lit. 11.

Textbooks are important sources of information for pupils. The scientific and technological revolution requires that people learn to study independently from various books. The author deals in detail with the methodology of using geography textbooks, how to select important facts from the text, how to use summaries, how to draw up an outline on the basis of the textbook, the logical structure of textbooks and the definitions they contain. The author also demonstrates the use of textbooks on the basis of three topics: "Rivers and lakes" in the 5th class, "Basic industrial branches in the U.S.S.R.", and "The geography of Great Britain", both in the 8th class.

didactics of geography - geography instruction - basic school - teaching methods - use of textbook - Bulgaria. 147709.

81. FRIDRICH, J.:
Práce s mapou a kartografickým materiálem na ZŠ
(The use of maps and cartographical materials in basic school)
Přírodní vědy ve škole, 35, 1983-1984, No. 8, p. 318.

The author discusses the methodology of using maps and describes his own experience in this area. He suggests that for each class of basic school where geography is taught a set of maps in the form of a booklet be published. The legends in the maps should be in accord with the subject-matter taught in the particular class. Thus the pupils would every year obtain a new atlas and all subject-matter could be accompanied with maps.

didactics of geography - geography instruction - basic school - teaching methods - use of map - atlas - Č.S.S.R. 147709.

82. KUZMINA, J.T.:
Ispolzovanie uslovnikh znakov na uroke (The use of agreed upon signs in a geography lesson)
Geografiya v shkole, 51, 1984, No. 2, p. 57.

The author describes a method of using agreed upon signs in geography lessons. She describes their use in the course of teaching the economic geography of the U.S.S.R. Important are signs for instance for useful minerals and rocks, branches of industry, etc. When pupils are called upon, they show the required sign, representing the economic geography information. This type of classwork activates pupils and makes it possible to test their knowledge and understanding of the subject-matter.

didactics of geography - geography instruction - teaching media - map signs - work with a map - U.S.S.R. 147709.

83. LASZLO, B.:
Hogyan készítsük a szakdolgozstok ? (How should specialized literature be written ?)
Földrajztanítas, 27, 1984, No. 3, pp. 79-81.

The author provides students with advice on how to write papers or theses in geography. These instructions are detailed and concern the selection of a suitable topic, the use of literature and how it should be cited, the formal requirements of such work and also the work which consultants or tutors should do in this context.

didactics of geography - geography instruction - teaching method - work with literature - Hungary. 147709.

84. LERNER, J.:
Árfotó terképek alkalmazása az oktotásban
(The use of maps on the basis of aerial photography in geography lessons)
Földrajztanítas, 27, 1984, No. 3, pp. 87-88.

Aerial photographs which provide a total view of the landscape and the structure of various areas are an important visual aid for geography teaching. The author also recommends the use of other audio-visual techniques, combined with aerial photography and wall maps.

didactics of geography - geography instruction - teaching method - use of maps - aerial photography - observations - Hungary. 147709.

85. LICIŃSKA, D.:
Wyniki dotychczasowych badań nad perceoja tresci map z atlasu Polski dla klasy IV szkoly podsawowej
(Findings of a study concerning the perception of map content in the Polish Atlas for the 4th class of basic school).
Geografia w szkole, 55, 1984, No. 1, pp. 43-46.

During the last 38 years a total of seven school atlases have been published in Poland. There are substantial differences between them. The author assesses them from a didactical point of view; she also carried out a study of the effectiveness of various atlases, together with her pupils in the Bialostok region, where 300 pupils responded to questionnairs. Questions concerned the legibility of the maps, how they can be interpreted, compared, how their information can be generalized and various complicated phenomena analysed. The maps now in use for the 4th class are considered to be good, but are obsolete in comparison to the quality of maps used abroad.

didactics of geography - geography instruction - teaching method - work with a map - study of pupils - 4th class - basic school - Poland.
147709.

86. PIETRZAK, M.:
Metodyka wykorzystania wielkoskolowej mapy krajobrazowej do badania potencjalu rekreacyjnego środowiska geograficznego (The methodology of using large-scale maps for studying the recreational potential of a specific geographical environment).
Czasopismo geograficzne, 55, 1984, No. 2, pp. 217-225. Lit. 33, 2 figs.

On the basis of extensive literary sources and experience gained in the Poznan region in mapping areas which are suitable for recreation, the author demonstrates the use of maps for studying the landscape from the point of view of physical geography. Some problems of classification are discussed, as well as the making of estimates and the creation of geo-complex regions.

didactics of geography - geography - teaching methods - work with map - scientific analysis - recreational area - Poland. 148809.

87. POCHEKAEV, A.I.:
Metodicheskie rekomendatsii po trudnoy teme
(Methodological advice on a difficult topic)
Geographiya v shkole, 51, 1984, No. 2, pp.55-56.
1 fig.

A map is a higly economical method of transmitting information about the surface of the Earth and various other phenomena. The author indicated methods of using maps in geography instruction, for instance for learning about the terrain. The author also demonstrates various methods of using maps on the basis of subject-matter taught in the 5th class: how the profile of a hill is indicated in a map and the purpose of contour lines for denoting the relief of a landscape.

didactics of geography - geography instruction - cartography - use of maps - teaching methods - 5th class - U.S.S.R. 147709.

88. SCHMIDKE, K.D.:
Die Vielfalt geographischer Inhalte in Karl May Büchern (The variety of geographical descriptions in the books of Karl May.)
Geographie im Unterricht, 9, 1984, No. 4,
pp. 152-162. Lit. 7, 5 figs.

The books by the writer Karl May very successfully combine adventure stories with descriptions pertaining to geography and ethnography. His books can thus be made use of in geography lessons. The author cites 20 examples of extensive geographical material found in May's novels and suggests giving pupils assignments where they prepare reports on geographical descriptions which are then presented to the class. The author provides various advice on how to use this type of literature.

didactics of geography - geography instruction - using fiction in classwork - teaching methods - F.R.G. 147709.

89. SHCHENEV, V.A.:

Obuchenie shestiklassnikov priemam raboti s tekstom uchebnika (Teaching pupils in the 6th grade to use the geography textbook).
Geografiya v shkole, 51, 1984, No. 4, pp. 41-45.

The textbook is an important teaching medium in geography. The author describes various methods of work based on using the textbook in the 6th grade of basic school. He deals specifically with some of the methods of expression used there when dealing with the geography of the continents and how this subject-matter should be explained to pupils.

didactics of geography - geography instruction - teaching methods - use of textbook - 6th class - basic school - U.S.S.R. 147709.

90. VOSTOKOVA, A.V. - SVATKOVA, T.G.:
Razvitie kartograficheskikh navikov u studentov - geografov (Developing the cartographic skills of geography students).
Vestnik Moskovskogo universiteta, Ser. 5, Geografiya, 40, 1984, No. 5, pp. 43-48. Lit. 2, 1 tab.

The author describes the university training of geography students in cartography. Stress is placed on practical skills in the use of geographical maps and the use of cartographic methods for studying geography. Students also become acquainted with Soviet, as well as foreign atlases and maps.

didactics of geography - geography instruction - instruction methods - use of maps - university - cartography - U.S.S.R. 147709.

91. WAHLA, A.:
Dovednost zacházet s mapou - jeden z cílů vyučování zeměpisu (Skills in using a map - one of the objectives of geography teaching)
Přírodní vědy ve škole, 35, 1983-1984, No. 3, pp. 114-117. Lit. 2, 3 figs., 1 picture table, 1 tab.

The author discusses the skills required for reading a map, acquiring a maximum of information from maps and a knowledge of cartographical signs which are all taught in the 5th class of basic school. As an example, he deals in detail with the topic "The surface of the Earth and how it is shown on a globe".

didactics of geography - geography instruction - teaching method - use of maps - 5th class - Czechoslovakia. 147709.

9.7 The method of observing geographical phenomena

92. WINKLEWSKI, J.:
Obserwacje i pomiary w nauczaniu astronomicznych podstaw geografii, Cześć IV (Observations and measurements in teaching the astronomy foundations of geography. Part 4).
Geografia w szkole, 37, 1984, No. 2, pp. 90-100.
8 figs.

The author provides drawings and instructions for making models for use in teaching the foundations of astronomy. He describes a spatial model of a heavenly globe which shows the role of the Sun, the illumination of the Earth on a specific day and the planetary system. Pupils observe the globe.

didactics of geography - geography instruction - observations - model - astronomy - Poland. 147711.

10. Geography instruction media

93. GLASEROVÁ, B.:
Třetí ročník pedagogické tvořivosti v oblasti učebních pomůcek (The third annual competition of pedagogical creativity in the area of teaching media).
Učební pomůcky ve škole a osvětě, 23, 1983-1984, No. 7, pp. 104-105.

In this 3rd competition in the making of teaching media, the prizes in geography were awarded to a set of transparencies which was awarded to the Regional Pedagogical Institute of the Central Bohemian National Committee at Prague 5, to a set of media for geographical excursions made by J. Nejčková from the basic school in Pchery and an illuminated map of Europe with a control panel made by M. Kopech, from the basic school at Raduň near Opava.

didactics of geography - geography instruction - teaching medium - Czechoslovakia. 147711.

94. KUHN, J.:
Beitrag zur Unterrichtsdiskussion über die Nutzung der Arbeitsmaterialen Geographie (A contribution to the discussion on teaching which concerns the utilization of geography material)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 10, pp. 363-367.

The article published within the framework of an ongoing discussion among teachers offers comments concerning the use of various materials in geography instruction, specifically worksheets and workbooks, which provide pupils with a number of oportunities for independent work and the better utilization of various other materials they have available. The author specifically discusses teaching in the 5th class. The aids mentioned not only save time but are highly suitable for strengthening certain types of knowledge. Two specific examples are cited: the geography of the territory in the north of the German Democratic Republic which has been influenced by glacial activity and the creation of mountain ranges (in the 6th class).

didactics of geography - geography instruction - teaching medium - worksheet - workbook - 5th class - 6th class - basic school - G.D.R. 147711.

95. LAZAROV, P.:
Materialno-tekhnicheskata baza na obuchenieto po geografiya prez godinite na sotsialsticheskoto stroitelstvo (The material and technical basis used in geography instruction at the occasion of the anniversary of socialist construction). Obuchenieto po Geografiya, 27, 1984, No. 4, pp.29-32.

The author discusses the successes of the policy persued by the Bulgarian Communist Party during the past 40 years of socialist construction. For geography instruction a standard set of materials and technical media has been produced, which includes 358 items of teaching media. A table summarizes various teaching media suitable for geography instruction.

didactics of geography - geography instruction - teaching medium - material and technical foundation - Bulgaria. 147711.

96. SALZER, F.:
Weiterführung der Unterrichtsdiscussion: Wie können die Arbeitsmaterialen zur weiteren Erhöhung der Qualität und Effektivität des Geographieunterrichts beitragen ? (The further development of the discussion on teaching: How can work materials contribute to improving the quality and efficiency of geography instruction ?)
Zeitschrift für den Erdkundeunterricht, 36, 1983, No. 6, pp. 218-219. Lit. 5, 2 figs.

This article calls for a discussion on the efficient utilization and also the making of various teaching materials. The basic points of departure are the function, creation and use of these materials in instruction and the outcome of practical analyses concerning their use. How they are used, is in the authors opinion the most important problem. Pupils should be trained to use these materials.

didactics of geography - geography instruction - teaching medium - worksheet - workbook - discussion - G.D.R. 147711.

97. SCHWERIN, O.:
Die Arbeitsmaterialen Geographie - ein rationelles Unterrichtsmittel zur effektiven Gestaltung des Lernprozesses mit allen Schülern und durch alle Schüler (Work materials in geography - a rational teaching medium for the effective creation of the teaching process with all pupils and by all pupils).
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 12, pp. 440-443. Lit. 8.

A contribution to the discussion on work materials used in geography instruction in the 5th to 10th classes. The author considers worksheets and workbooks to be a very good foundation for pupils' learning knowledge and skills. Teachers usually make these materials themselves. For the 5th class, the author cites a worksheet on the topic of Czechoslovakia as a highly developed socialist country.

didactics of geography - geography instruction - worksheet - workbook - 5th to 10th classes.
G.D.R. 147711.

98. STEINHÄUSER, I.:
Unterrichtsdiscussion zu den Arbeitsmaterialen Geographie (The discussion on teaching: the use of work materials in geography)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 11, pp. 410-414. Lit. 8.

A discussion of an article by F. Salzer (issue no. 6 of this journal) concerning the problem of work materials in the form of worksheets and workbooks in geography instruction. The author analyses 2 individual worksheets for specific topics from the geography course for the 5th class of basic school.

didactics of geography - geography instruction - teaching medium - worksheet - workbook - discussion - G.D.R. 147711.

99. TYWOŃSKI, K.:
O niektorych pomocach dydaktycznych do geografii ekonomicznej (On some didactical media for teaching economic geography)
Geografia w szkole, 37, 1984, No. 4, pp. 205-206.
3 figs.

Economic geography requires learning large amounts of data of a numerical nature and understanding various diagrams. Among suitable ways of presenting this material are tables, according to which pupils draw up diagrams. Circular or column diagrams are best for this purpose. The author describes various methods which can be used in geography instruction, on the basis of various examples.

didactics of geography - geography instruction - teaching medium - diagrams - economic geography - Poland. 147711.

10.2 Minerals, rocks and soil samples

100. LEHMAN, O.:
Verwendung der Fossiliensammlung für den Biologieunterricht, Klasse 10, im Geographieunterricht der Klasse 9 (Using a collection of fossils for biology instruction in the 10th class for geography instruction in the 9th class)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 103-104.

According to the geography teaching syllabus for the 9th class (Berlin, 1975), the topic "The historical development of central Europe" in the form of a survey is taught. The author recommends using a collection of fossils for this topic, which schools usually have for biology instruction in the 10th class. These collections usually include trilobites, ammonites, mammouth teeth, the footprints of large reptiles, lepidodendrons and artificial casts of imprints made by praehistoric birds. Pupils find these aids very interesting.

didactics of geography - geography instruction - teaching media - 9th class - fossils - G.D.R. 147711.

10.3 Globes and models for geography instruction

101. KÖCK, H.:
Möglichkeiten der Modellbildung im Erdkundenunterricht (Opportunities for making models in geography instruction)
Geographie im Unterricht, 9, 1984, No. 7, pp.277-285.
Lit. 38, figs. 2.

The author describes various opportunities for making and using models for geography instruction, on the basis of his own experience in various schools in the Rhineland-Palatinate land. The author also discusses the function of models in the teaching process and stresses their didactical value.

didactics of geography - geography instruction - teaching medium - model - F.R.G. 147711.

10.3.2 School television and radio programs

102. FROMM, W.:

Anleitung zur Arbeit mit der Unterrichtssendung des Fernsehens für den Geographieunterricht in Klasse 8 - "Kuba heute" (Recommendations for using school television programs in geography instruction in the 8th class - a program called "Cuba Today"). Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 4, pp. 147-149.

Information on a program called "Cuba Today"' which is part of series called "The Economic Geography of Latin America". The program stresses the changes which have occured in Cuba and the economic and social transformation of Cuban society. The author discusses various uses of the program in the 8th class geography course.

didactics of geography - geography instruction - teaching madia - school television - economic geography - Cuba - G.D.R. 147711.

103. FROMM, W.:

Anleitung zur Arbeit mit den Unterrichtssendungen des Fernsehens für den Geographieunterricht in Klasse 10, "Weil uns der Boden nähren soll....." und "Neubrandenburger Impression". (Recommendations for using school television programs for geography teaching in the 10th class: "Why should the soil provide our livelihood...." and "Impressions of Neubrandenburg")

Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 95-96.

The author describes the tasks and objectives of the television programs cited in the title for use in geography instruction in the 10th class. The first program concerns the problem of increasing crop yields per hectar of land and the second with the economic geography problems of the three northern-most districts of the German Democratic Republic.

didactics of geography - geography instruction - teaching media - school television programs - 10th class - G.D.R. 147711.

104. KASATKINA, L.A.:

Televidenie na urokakh geografii (Television programs used in geography lessons)

Geografiya v shkole, 51, 1984, No. 5, pp. 67-70.

The author describes the television programs for schools broadcast during the first six months of the 1984-1985 school year for the pupils of the 5th to 7th classes and provides recommendations for utilizing these programs in geography instruction in the future.

didactics of geography - geography instruction - teaching media - school television - 5th class - 6th class - 7th class - basic school - U.S.S.R. 147711.

105. LORANG, H.W. - SALZMANN, W.:
Fernsehsendung im Geographieunterricht
(Television broadcasts in geography teaching)
Geographie im Unterricht, 9, 1984, No. 12, pp. 473-479. Lit. 4, 3 figs., 5 pictorial tables, 2 tabs.

People spend a large share of their leisure time in front of television sets. The number of programs shown on TV which are relevant to geography is so large, that they can be made use of within the framework of geography instruction. The article specifically deals with a series of programs called "On science and technology". The author describes various strategies for using the programs and opportunities for integrating the subject-matter of the programs into geography instruction. Specifically, the following program is discussed: "The economic and ecological problems of the North Sea in the F.R.G.", which is analysed in detail. There are also tables, pictures and outlines which help to integrate the program into the nature conservation problems taught in geography.

didactics of geograpphy - geography instruction - teaching medium - school television - economic geography - F.R.G. 147711.

10.3.3 Pictures and postage-stamps with geographical subject-matter

106. LANGHAMMER, M.:
Zajímavosti na známkách. Poštovní milníky
(Interesting things on stamps. Postal milestones).
Lidé a země, 33, 1984, No. 10, p. 475.
1 photograph

250 years ago postal milestones were built and by the year 1765 in Saxony there were about a thousand of them. The majority were later destroyed. On February 7th, 1984 the G.D.R. Postal Service issued stamps which show the last 4 milestones known to exist in Saxony.

didactics of geography - geography instruction - stamp collections - transportation - teaching media - G.D.R. 147711.

107. MUCHA, L.:
Zajímavosti ze známek. Ålandy (Interesting things on stamps. The Åland Islands)
Lidé a země, 33, 1984, No. 6, p. 183. 1 photo.

On march 1st 1984 the first stamps for the Åland Islands were issued. This autonomous region of Finland is formed by 6554 small islands found in the mouth of the Gulf of Bothnia. The islands all together total 650 km^2 and have 23 000 inhabitants, 95 % of which are of Swedish origin. The administrative centre of the islands is Mariehamn with 10 000 inhabitants. The history and present status of the islands is described.

didactics of geography - geography instruction - teaching media - stamp collecting - Finland - Czechoslovakia. 147711.

108. **PALEČEK**, B.:
Zajímavosti na známkách (Interesting things on stamps)
Lidé a země, 33, 1984, No. 12, p. 568. 1 photo.

At the occasion of the 450th anniversary of the discovery of Canada two stamps have been issued with pictures of J. Cartier (1491-1557), who in 1534 discovered New Foundland, Labrador, the island of Anticosta and in 1535 the mouth of the St. Lawrence River. During a subsequent expedition to Canada in 1541 he founded a French settlement there.

didactics of geography - geography instruction - stamp collecting - teaching medium - Canada - Czechoslovakia. 147711.

109. ZÁMEČNÍK, J.:
Australští cestovatelé (Australian travellers)
Lidé a země, 33, 1984, No. 2, p. 91.

The Australian Postal Service has issued a series of stamps with the pictures of five outstanding Australian travellers - R. Burke, J. Wills, L. Leichhardt, A. Forrest and P.E. Strzelecki. Their lives, travels and significance are described in detail.

didactics of geography - geography instruction - stamp collecting - teaching media - Australia - Czechoslovakia. 147711.

110. ZÁMEČNÍK, J.:
Zajímavosti na známkách. Novozélandští vědci v Antarktidě (Interesting things on stamps. Scientists from New Zealand in Antarctica).
Lidé a země, 33, 1984, No. 8, p. 379.

The New Zealand Postal Service has issued 4 stamps with polar scientists from New Zealand, who have studied the geological, biological, glaciological and meteorological aspects of Antarctica. The article also describes the New Zealand camp in Antarctica.

didactics of geography - geography instruction - teaching medium - stamp collecting - New Zealand - Czechoslovakia. 147711.

10.3.4 Flannelograms and magnetograms, cartograms and carto-diagrams

111: GÖTZ, A.:
Kartogram a kartodiagram (Cartograms and cartodiagrams)
Sborník československé geografické společnosti, 89, 1984, No. 3, pp. 215-219. Lit. 7, 6 figs.

Cartograms and cartodiagrams are the most frequently used methods of providing an analysis of the distribution of various phenomena on a thematic map. But sometimes the creators of such maps are guilty of errors. The article cites various examples of such errors and how they occur in the designing of the map.

didactics of geography - geography instruction - cartography - teaching medium - cartograms - Czechoslovakia. 147711.

10.3.5 Transparencies

112. DRTINOVÁ, Z.:
Nový soubor transparentních fólií pro výuku zeměpisu (A new set of transparencies for geography teaching)
Přírodní vědy ve škole, 35, 1983-1984, No. 2, p. 79.

A team of staff members from various institutions in the Central Bohemian Region which are active in adult education have created a very useful teaching aid - a set of transparencies for geography teaching. The set includes 60 transparencies which can be used in the 6th and 7th classes of basic school.

didactics of geography - geography instruction - teaching medium - transparencies - 6th class - 7th class - basic school - Czechoslovakia. 147711.

10.3.6 Drawings, pictorial tables, bulletin boards

113. BUSKE, H.G.:
Das Tafelbild im Erdkundeunterricht (Pictorial tables in geography instruction)
Geographie im Unterricht, 9, 1984, No. 1, pp.13-24.
Lit. 31, 13 figs.

The author explains the importance of pictorial tables as a source of information, as a component of a teaching strategy and as a medium for the classification and structuralization of subject-matter. He describes the basic forms of pictorial tables used in various parts of geography instruction and cites specific examples of their use , for instance in such topics as "North Rhine-Westphalia" or the topic "Smog."

didactics of geography - geography instruction - teaching media - pictorial tables - F.R.G. 147711.

114. FLIS, J.:
Zastosowanie skali logarytmicznej w wykresack i rysunkach schematycznych (The adaptation of logarithm scales to schematic drawings and outlines).
Geografia v szkole, 37, 1984, No. 1, pp. 28-32.
5 figs.

The author demonstrates the possibility of using logarithm scales when depicting geographical phenomena. He cites a number of specific examples of using a semi-logarithmic network for drawings and diagrams.

didactics of geography - geography instruction - instruction medium - drawing - Poland. 147711.

115. KALIZHSKIKH, N.I.:
Primenenie stendov (The use of bulletin boards)
Geografiya v shkole, 51, 1984, No. 2, pp. 56-57.
1 fig.

The author makes bulletin boards which contain a survey of the knowledge and skills which pupils are expected to acquire in the course of the school term, on the basis of the geography teaching syllabus. She cites the date and number of each lesson, its topic, basic terms to be learnt, practical excercises to be done, etc. The advantage of this system is that it provides pupils with information in time, which gives them the opportunity to prepare for each lesson. This increases the activity of pupils in the teaching and educational process.

didactics of geography - geography instruction - teaching medium - bulletin board - U.S.S.R. 147711.

116. KUZNETWOV, A.P. - LISENKOVA, G.J.:
Kartočku - zadaniya po kursu "Ekonomicheskaya geografiya zarubyezhnikh stran" (Assignment cards for the course "The economic geography of foreign countries").
Geografiya v shkole, 51, 1984, No. 5, pp. 40-41, 52, 54, 56, 58.
13 figs.

The author uses cards which have questions and assignments written on them for pupils concerning the economic geography of foreign countries. The purpose of this kind of work is to strengthen basic terms learnt in the lesson and the basic problems of economic geography, as well as the causes and consequences of various phenomena. The examples cited by the author for use in the 9th class provide opportunities for analysis, generalizations, summaries, etc.

didactics of geography - geography instruction - teaching medium - cards - assignments - questions - economic geography - U.S.S.R. 147711.

10.3.7 Photographs, postcards, aerial and satallite photographs

117. ADAM, K. - LAUER, C.:
Blickpunkt Satellitbild (Point of view in satellite photographs)
Geographische Rundschau, 36, 1984, No. 6, pp.314-316.
Lit. 18, 2 photos, 1 map.

Satellite photographs are becoming an important teaching medium in geography, as well as an important tool for scientific research. The authors demonstrate their importance not only for geography, but also for geology, cartography, hydrology, glaciology, oceanography, meteorology and for agriculture, forestry, fish breeding, transportation by ships, the utilization of natural resources, mining, industry, nature conservation and environmental control, the control of natural catastrophes and other uses. The authors also describe working with these photographs and their use in class work.

didactics of geography - geography instruction - teaching medium - photographs - satellites - F.R.G. 147711.

118. FERANEC, J. - OTAHEL, J.:
Geographical approach to interpretation of data obtained by remote sensing of earth on the example of analysis of land use (land cover)
Geografický časopis SAV, 36, 1984, No. 4, pp.366-377. Lit. 20, 3 figs.

Aerial and satellite photographs contain a large amount of data, which often cannot be directly used in studies of land use (the landscape). For this reason specific interpretation methods are needed which will make it possible to obtain the required information. The author concentrates on specific methods of interpretation for general use in geography, with special stress on landscape theory (land cover, etc.).

didactics of geography - geography instruction - aerial photography - satellite photography - Czechoslovakia. 147711.

119. KIRCHNER, K. - KOLÁŘ, J. - PLACHÝ, S.:
Automatizované interpretace vodních ploch z družicových údajů v severozápadních Čechách
(Automated interpretations of water areas from satellite data on northwestern Bohemia)
Sborník Československé geografické společnosti, 89, 1984, No. 1, pp. 15-21. Lit. 10, 2 figs., 1 tab.

The authors describe the automated interpretation of data from satellites concerning water areas which make it possible to identify these areas when they are larger than 1 hectar. The method makes it possible to quickly and very simply determine the existence and territorial location of these objects in a selected region. In this way objective and up-to-date data can be obtained about the actual situation in water areas. The photographs of the area mentioned in the article were obtained from Landsat 3 in 1981.

didactics of geography - geography instrucfion - aerial photographs - Czechoslovakia. 147711.

120. KUHLE, M.:

Auswertung von Spacelabaufnahmen aus Hochasien

(Assessing Spacelab photographs of Asian mountains)
Geographische Rundschau, 36, 1984, No. 6, pp.300-301.
Lit. 10, 4 photographs, 1 satellite photo.

The author describes methods by which satellite photographs, obtained from Spacelab, can be used to enhance our understanding of mountains. He compares 4 photographs of Mount Everest and a photograph of the mountain made from a satellite. Also other Asian mountains are described.

didactics of geography - geography instruction - satellite photographs - mountains - Asia - F.R.G. 147711.

121. LURIE, I.K.:

Opit avtomatizirovannogo deshifrovaniya aerokosmicheskikh snimkov (Experience with the automated decoding of satellite photographs)
Vestnik Moskovskogo universiteta - Ser. 5, Geographiya, 40, 1984, No. 4, pp. 63-69.
Lit. 5, 3 figr.

The author describes methods used for decoding data obtained from satellite pictures. Decoding is done automatically on the basis of two algorithms for analysing data. An example concerning the determination of agricultural crops on the basis of a multizonal photograph is cited.

didactics of geography - geography instruction - satellite photographs - U.S.S.R. 147711.

122. QUIEL, F.:

Landnutzungkarte für Baden-Wüttemberg aus LANDSAT Daten (A land-use map for the Baden - Württemberg region from data provided by Landsat)
Geographische Rundschau, 36, 1984, No. 6, pp.309-313.
Lit. 6, 3 figs.

The Landsat satellite has been circulating around the earth from more than ten years and has sent back to earth large numbers of photographs, which provide data for detailed surveys of all regions.The photographs are made with infrared light, so that the green range of waves is blue, the red is green and the infrared is red. Thus vegetation on the pictures is red, coniferous forests are dark red, deciduous forests are medium red, fields and meadows are light red and areas with no vegetation usually have blue-yellow tones. The author describes the decoding of these photographs to determine land use in the Baden-Württemberg region of the F.R.G.

didactics of geography - geography instruction - satellite photographs - F.R.G. 147711.

123. SCHROEDER, M.:
Die Erde von Spacelab photographiert (The earth protographed from Spacelab)
Geographische Rundschau, 36, 1984, No. 6, p. 297.
Lit. 2.

During the Spacelab flight the time between November 28th and December 8th 1983 was set aside for cartographic experiments for the German Research and Experimental Institute and for Aerial and Space Flights. A modified Zeiss aerial camera was used. The photographs show all the continents with the exception of Australia. Approximately 1000 photographs were made during this period, which cover an area of 12.5 million square kilometers. The photographs have an excellent quality.

didactics of geography - geography instruction - satellite photography - F.R.G. 147711.

10.4 Atlases, maps and three-dimensional maps

124. WLADISLAW, P.:
A falitérképek szerpe az iskolai oktatásban
(A wall map is an important teaching aid)
Földrajztanítás, 27, 1984, No. 5, pp. 146-147.

School wall maps are an important teaching medium in geography. The authors deal in detail with the importance of wall maps and their use together with school atlases during class work in geography. They assess their significance for teaching pupils basic terms and notions. Also Hungarian map production is assessed.

didactics of geography - geography instruction - wall maps - atlases - teaching media - Hungary.
147711.

125. SIRKO, M.:
Mapy do biegow na orientacje (Maps for cross-country orientation races)
Czasopismo geograficzne, 55, 1984, No. 1, pp.104-105.

Orientation races were introduced in Norway in the 19th century as a special type of sports discipline. After 1965 this sport underwent large-scale developments; an international organisation for the holding races was established in Sweden. Poland is a member of this organization since 1967. In Poland in 1983 a total of 183 coloured maps for orientation races were published, the majority on a scale of 1:20000 or 1:15000.

didactics of geography - geography instruction - map - racing - orientation races - Poland. 147711.

126. SŁODCZYK, J.:
"Mapy mentalne" i ich zastosowanie w badaniach geograficznych ("Mental maps" and their use in geographical studies)
Czasopismo geograficzne, 55, 1984, No. 1, pp.73-87.
Lit. 29, 7 figs.

The designation "mental" is here derived from The Latin mens, mentis, which means intention. These are specific demographical maps, which the author describes for Poland. They are very useful in economic geography and show migration trends within the country, from one region to another. These maps are very useful in teaching economic geography.

didactics of geography - geography instruction - teaching medium

10.5 Geography textbooks and methodological handbooks

127. **ATILLA, K.:**
Tartalmi megjegyzések az I. osztályos gimnáziumi földrajz tankkönyv természetföldrajzi fejezeteiher
(Comments on the content of the chapters on the natural science aspects of geography in the geography textbook for the 1st class of general education secondary school)
Földrajztanítas, *27*, 1984, No. 4, pp. 111-114, Lit. 6.

The comments offered in this article concentrate on problems and terms from pedology. Pictorial teaching media are available for this topic, but they should be supplemented and some of the pictures now in use should be altered on the basis of the new terminology in use and new scientific findings.

didactics of geography - geography instruction - geography textbook - general education secondary schools - 1st class - pedology - Hungary. 147711.

128. **KÖVES, J.:**
Tanári kézikönyv a szakközépidkolai földrajztanításához (Methodological handbooks for geography teaching in secondary vocational schools)
Földrajztanítás, *27*, 1984, No. 3, pp. 82-86.

The author compares the concept of geography instruction in general education and vocational schools. These differences should also determine the differences between handbooks for both types of schools. The handbooks should contain a sufficient amount of information for the making of graphs, tables, diagrams, etc. Also the equipment and media found in geography storage rooms will differ in both types of schools. The author also discusses the structure of a lesson in both types of schools and the changes which occur in instruction from one class to the next.

didactics of geography - geography instruction - textbooks - methodological handbooks - general education school - vocational school - Hungary.
147711.

129. KOZUCHOWSKI, K.:
Treść klimatologiczna podrencznikow szkolnych a współczeszesna klimatologie (The sections concerning climatology in school textbooks and general climatology)
Geographia w szkole, 37, 1984, No. 4, pp. 195-199.
Lit. 3, 1 fig.

A description of the climate is an important component of physical geography and a basic element in the geographical environment. The author here analyses the content of instruction on the climate in school textbooks and stresses the importance of climatology for man's economic activities in various geographical regions, the distribution of climates over the globe, etc. He indicates the positive and negative aspects of the way climatology is taught and how it is treated in various textbooks.

For instance the teaching syllabus used in some types of schools entirely overlooks aspects of atmospheric circulation and the importance of sea currents on the climate.

didactics of geography - geograhy instruction - textbook - climatology - Poland. 147711.

130. **MORDAWSKI, J.:**
Założenie teoretyczne podręcznika geografii regionalnej i zeszytu ćwiczeń dla uczników klasy VII
(The theoretical basis for a textbook of regional geography and a workbook for pupils in the 7th class)
Geografia w szkole, 37, 1984, No. 2, pp. 82-88.
1 tab.

The author discusses the concept of a new textbook for the geography course in the 7th class and the workbook which accompanies this textbook. He assesses the selection of subject-matter from the point of view of structure, examples cited, the principles of programmed instruction, the learning of basic terms and notions and giving pupils independent assignments. He deals in greater detail with the topics concerning climate zones and the soil in Africa.

didactics of geography - geography instruction - teaching media - textbook - workbook - 7th class - basic school - Poland. 147711.

131. RAKOVSKIJ. S.N.:

K desyatomu izdaniyu uchebnika "Ekonomicheskaya geografiya zarubezhnikh stran" (At the occasion of the publication of the 10th edition of the textbook "The economic geography of foreign countries".)

Geografiya v shkole, 51, L984, No. 5, pp. 25-28.

The 10th edition of the textbook "The economic geography of foreign countries" includes some changes in the text which are the outcome of the existing complicated international political situation, greater tension and the increased aggressiveness of imperialist countries.

didactics of geography - geography instruction - instruction media - textbook - economic geography - U.S.S.R. 147711.

132. SAMKOVÁ, S.:

Úloha učebnice ve formování světonázorového názoru žáků (The role of textbooks in the forming of pupils´ worldview opinions)

Přírodní vědy ve škole, 35, 1983-1984, No. 10, pp. 393-395.

The author provides information about the just published Papers and Proceedings of a meeting of the Scientific and Methodological Council of the Ministry of Education of the U.S.S.R. which dealt with current problems of theory and practice and the increased role of textbooks and other learning literature for the creation of a Marxist-Leninist worldview in pupils. The author briefly mentions individual papers and speeches made at the meeting.

didactics of geography - geography instruction - textbooks - teaching media - Ministry of Education - U.S.S.R. 147711.

133. VIZVÁRI, A.:
Az altalános iskola 7. osztálya számára keszült új tankönyv, munkafüzet és feladatlap
(The preparation of new textbooks, workbooks and worksheets for the 7th class of general education schools)
Földrajztanítás, 27, 1984, No. 2, pp. 33-38.
Lit. 15

The article contains information about the preparation of new textbooks, workbooks and worksheets for the 7th class of general education schools. In assessing the textbook, the author deals with its division into basic and supplementary subject-matter and with the drawings, photographs and glossaries it contains. He also describes the type of assignment found in the workbooks and worksheets.

didactics of geography - geography instruction - teaching media - workbook - worksheet - textbook - 7th class - basic school - Hungary. 147711.

10.5.1 Worksheets, workbooks, didactical tests, questionnairs,didactical crossword puzzles, games

134. BAKIROVA, E.D.:
Voprosy k viktorine, posveshchennoy Kirgizkoy SSR
(Questions used in a quiz on the Kirgizian Soviet Socialist Republic)
Geografiya v shkole, 51, 1984, No. 5, pp. 42-43.

Geographical quizes used in classwork increase pupils' interest in learning. The quiz described here contains interesting questions and assignments which require concentration by the pupils and paying attention. The author in the article cites several such questions and describes the construction of such a quiz by the teacher.

didactics of geography - geography instruction - didactical game - U.S.S.R. 147711.

135. SCHULZ, G.:
"Erdkunde - Boccia" - ein Topographiespiel
(Geography - Boccia - a topography game)
Geographie im Unterricht, 9, 1984, No. 12, pp. 486-490.

This didactical game has a competitive aspect and concerns topography. It is suitable for younger pupils (in the 5th to 7th class). Groups of pupils draw geographical points (towns, etc.) on a transparent foil with coloured pencils, which can be washed off with water. Pupils score by correctly placing and determining various points.

didactics of geography - geography instruction - 5th to 7th classes - teaching medium - didactical game. F.R.G. 147711.

10.6 Popular science literature and periodicals

136. KADZIOŁKA, J.:
Lektura - uzupełniajaca do nauczania geografii regionalnej (Supplementary reading in regional geography instruction)
Geografia w szkole, 37, 1984, No. 2, pp. 125-126.

The author provides a bibliography of suitable supplementary reading for the 6th class and 7th class of basic school for pupils and teachers.

didactics of geography - geography instruction - teaching media - literature - 6th class - 7th class - basic school - regional geography - Poland. 147711.

10.6.1 Scientific literature

137. DOMRÖS, M.:
Indien - Annotierte Auswahlbibliographie zur Landeskunde (India - an annotated selected bibliography in geography)
Geographische Rundschau, 36, 1984, No. 2, p. 80.

An annotated selected bibliography on India for teachers in all types of schools.

didactics of geography - geography instruction - annotations - bibliography - India - F.R.G. 147711.

138. FLICK, K.E.:
Japan. Kommentierte Literaturauswahl (Japan, A commented selected bibliography)
Geographische Rundschau, 36, No. 3, pp. 114-149.

A commented selected bibliography of literature for teachers in all levels of schools concerning the geography and history of Japan.

didactics of geography - geography instruction - annotations - Japan - bibliography - F.R.G. 147711.

139. HANNSS, C.:
Alpen. Annotierte Auswahlbibliographie von Neuerscheinungen (The Alps. An annotated bibliography of new publications)
Geographische Rundschau, 36, 1984, No. 4, pp.424-426.

A selected and annotated bibliography of new literature concerning the Alps, which includes sections on physical geography, human geography and the civics aspects of the area.

didactics of geography - geography instruction - annotations - bibliography - Alps - F.R.G. 147711.

140. STŘÍDA, M. - RUNŠTUKOVÁ, J. - VANÍČKOVÁ, V.:
Československá geografická literatura v roce 1983 (Czechoslovak geographic literature in 1983)
Sborník Československé geografické společnosti, 89, 1984, pp. 226-250.

The authors provide an annotated bibliography of all literature published in Czechoslovakia in 1983 which deals with geography. The list contains 591 items.

didactics of geography - geography instruction - bibliography - Czechoslovakia. 147711.

141. **VASHCHENKO, P.P. - EROFEEV, I.A.:**
Svod geografii shkolnoy - predlozheniya po sovershenstvovaniyu izdaniya posobiy po geografii dlya postupayushchikh v vuzy (A survey of school geography - suggestions for improved editions of a geography handbook for those applying for a higher education in geography)
Geografiya v shkole, 51, 1984, No. 4, pp. 72-73.

Entrance examinations for acceptance to an institution of higher education, as well as the first year of study are usually difficult for graduates of secondary schools. The handbook in question is designed to provide a suitable survey of the geographical subject-matter taught throughout secondary school and can serve both those about to take entrance exams or exams at the end of the first year of study at a geographical faculty or institute.

didactics of geography - geography instruction - handbooks - entrance examinations - higher education - U.S.S.R. 147711.

10.8 Instruments, apparatus and special facilities for geography instruction, sandboxes

142. PAPÍK, M.:
Ako využiť pomocku Pohyby zeme vo vyučování zemepisu I (How to use the teaching aid called Movement of the Earth in geography instruction I)
Přírodní vědy ve škole, 35, 1983-1984, No. 6, pp. 236-239.

The subject-matter of mathematical geography is very difficult for most pupils in basic school; they do not have a sufficiently developed spatial imagination. The author describes a functional teaching aid which makes it possible to show the movement of the earth around its axis and around the sun. This first part of the article deals with a demonstration of the rotation of the earth.

didactics of geography - geography instruction - teaching aid - mathematical geography - Czechoslovakia. 147711.

143. PAPÍK, M.:
Ako využiť pomocku Pohyby Zeme vo vyučování zemepisu II. (How to use the teaching aid called Movement of the Earth in geography instruction II)
Přírodní vědy ve škole, 35, 1983-1984, No. 7, pp. 272-276.

The second part of a article, whose first part was published in a previous issue of the journal, which concerns a new teaching medium for mathematical geography suitable for basic school. The author describes here the movement of the earth around the sun and how it can be demonstrated with a telurion and the manner in which the rays of the sun fall on the earth.

didactics of geography - geography instruction - teaching medium - telurion - Czechoslovakia. 147711.

144. ŠACHLOVÁ, Z.:
Znáte kruhový planimeter ? (Do you know a circular planimeter ?)
Učební pomůcky ve škole a osvětě, 23, 1983-1984, No. 6, pp. 94-95.
1 fig.

The author describes an instrument for measuring the area of an irregular plane figure which works by moving a point attached to an arm around the perimeter of the figure. It is very useful in reading a map. The author also here describes a new type of planimeter which is round and is based on the strip method. It is made of clear transparent plastic and has 23 cm in diameter.

didactics of geography - geography inmtruction - teaching medium - instrument - measurement - Czechoslovakia. 147711.

10.9 Geography instruction classrooms, study rooms, storage rooms, school meteorological stations

145. DIMITROV, D.:
Kompleskna uchebna plashchadka (An all-purpose plot of land for teaching)
Obuchenieto po geografiya, 27, 1984, No. 6, pp. 24-30.

In 1982 an all-purpose teaching area was built for teaching various natural sciences outdoors at the school where the author is a teacher. For the purposes of geography teaching the area includes a mathematical corner, a place for studying geography, astronomy, geomorphology and hydrology, an area for phenological observations and a place for astro-physical observations. The author describes all the equipment found in this outdoor area.

didactics of geography - geography instruction - school geography area - meteorological station - Bulgaria. 147711.

146. PRUCHA, V.:
Školní zeměpisné stanoviště (A school geography site)
Přírodní vědy ve škole, 35, 1983-1984, No. 6, pp. 238. 1 photo.

The author describes an outdoor area set aside for geography which measures 10 x 10 meters and is found at the basic school at Horákova street no. 3 at Raškovice. The area is part of the school grounds and is used for various pupil excercises in mathematical geography, physical geography and cartography. The pupils learn how to use various geographical instruments and carry out various excercises and long-term observations. The site is used for activities with pupils in the 5th to 8th grade of basic school.

didactics of geography - geography instruction - teaching medium - school geography site- basic school - Czechoslovakia. 147711.

147. SLUTSKAYA, R.D.:
Kak sdelat ugolok pogody ? (How to make a weather corner)
Geografiya v shkole, 51, 1984, No. 4, pp. 67-69.
5 figs.

The author provides instructions for creating a weather corner or school meteorological station with the following equipment: a thermometer, barometer, weather vane, hydrometer, a rainfall measurement gauge, a psychrometer and an aneroid barometer which all serve to measure and record data about the weather. The meteorological station can be used by pupils from the 2nd to 4th classes and also in the 5th class geography course.

didactics of geography - geography instruction - teaching media - physical geography - climatology - school meteorological station - basic school - Czechoslovakia. 147711.

10.9.1 Mini-calculators, computers, micro--computers and teaching machines

148. KONEČNÝ, M.:
Výpočetní technika v geografii (Computation technology in geography teaching)
Lidé a země, 33, 1984, No. 2, pp. 70-74
3 graphs, 1 fig.

Geographical studies are necessary for any economic development, but geography also studies a number of social phenomena, such as the incidence of disease, the quantity and quality of industrial emissions, etc. For all these studies, geography requires the use of modern computation media. It also makes use of data obtained from satellites. At present computers are used in cartography and for the processing of information systems relevant to geography. The author describes the use of computers in various geographical specializations.

didactics of geography - geography instruction - satellite data - mathematical geography - computers-Czechslovakia. 147711.

11. Organisational forms of geography instruction

11.2.1 Excursions, museums

149. CSIFFARIOVÁ, :
O vycházkách v 5. ročníku ZŠ (On excursions in the 5th class of basic school)
Přírodní vědy ve Škole, 35, 1983-1984, No. 5, pp. 197-198.

The author describes the more effective use of outdoor excursions for geography teaching in the 5th class of basic school. Specifically the author suggests various projects for teaching physical geography and making use of the regional principle. Excursions organised in the autumn and spring are best. Pupils are given cards in advance, which contain various assignment which they work on during the excursion. The author also recommends making use of school plots of land for these purposes.

didactics of geography - geography instruction - organizational forms - excursions - physical geography - 5th class - basic school - Czechoslovakia. 147711.

150. GAFFGA, G.:

Der Weinbau als Gegenstand des Erdkundenunterrichts (Viti-culture as a topic for geography instruction) Geographie im Unterricht, 9, 1984, No. 5, pp.182-187. Lit. 17, 2 figs., 2 surveys.

The author recommends a visit to the German Museum of Wine within the framework of geography instruction. The exhibits in this museum are very interesting. The cultivation of wines has a long tradition and the natural conditions for wine growing are very good in the Federal Republic. Also the social and geographical aspects of wine growing are discussed in the article.

didactics of geography - geography instruction - organizational form - excursion - viti-culture - museum - F.R.G. 147717.

151. YASENKOVSKAYA, T.A.:

Sozdanie shkolnogo kraevedcheskogo muzea (Creating a school regional museum) Geografiya v shkole, 51, 1984, No. 5, pp. 47-48.

Frequent excursions and hiking trips made by pupils provide an opportunity for creating a small regional museum in school where all the specimens and souveniers gathered by pupil can be exhibited. When the museum is being created, pupils have a very good opportunity to combine theory and practice in geography. The author describes the way her pupils gathered samples of flora and fauna and geological specimens from the Leningrad region and then created a geographical museum in their school. In 1973 she organized, together with her pupils, an excursion within the framework of the project "The U.S.S.R. - my motherland".

didactics of geography - geography instruction - organizational form - excursion - museum + school - U.S.S.R. 147717.

152. PRASILOVA, S.N.:
Proizvodstvennaya eskursiya v VIII klasse
(A production excursion in the 8th class)
Geografiya v shkole, 51, 1984, No. 2, pp. 52-54.

The author here demonstrates the utilisation of the polytechnical principle in education in the process of teaching geography at the Volgograd Pedagogical Institute. This principle requires the organization of excursions to various production enterprises which acquaint pupils and students with the economic geography of the region. This also assures that school work is closely linked to every-day life; pupils can make observations, undertake independent assignments, etc. Excursion with pupils in the 8th and 9th class are described in detail.

didactics of geography - geography instruction - organizational form - excursion - production enterprises - 8th and 9th class - U.S.S.R. 147717.

153. STROPPE, W.:
Die Innenstadt von München. Ihre Grundzüge und
Funktionen in naturgeographischen, historischen
und sozialbezogener Sicht (The downtown area
of Munich. Its basic characteristics and functions
from a natural geographic, historical and social
point of view)
Geographie im Unterricht, 9, 1984, No. 4, pp.129-140.
Lit. 20. 11 figs., 5 tabs.

The author describes a geographical excursion with pupils from the 5th and 6th class to the downtown area of Munich. Pupils worked on independent assignments in geography at 9 places in the city. The assignments, as well as various material concerning their topic, were given to pupils before the excursion so that they could prepare ahead of time. What is important is that pupils are not told anything in advance, so that their conclusions are based on their own observations. Geographical and civics topics are combined during excursions, to provide opportunities for high quality teaching and learning.

didactics of geography - geography instruction - organizational form - excursion - city - civics - F.R.G. 147717.

11.2.2 Geography seminars, practical excercises, projects

154. LISENKO, G.J.:

Programmniye prakticheskiye raboti po kursu geografii VIII klasse (Practical work done according to the geography teaching syllabus for the 8th class)
Geografiya v shkole, 51, 1984, No. 6, pp. 43-46. 2 figs.

The author provides a list of practical assignments in geography for the 8th class and various instructions and recommendations for carrying them out by pupils.

didactics of geography - geography instruction - practical exercises - 8th class - basic school - U.S.S.R. 147717.

155. PYDE, S.:

Übungen zum topographischen Wissen (Exercises in topography)
Geographie im Unterricht, 9, 1984, pp. 308-315. 5 worksheets.

The author describes how to strengthen and extend knowledge in topography on the basis of original worksheets which pupils use. This topographical exercise is suitable for the intermediate classes of secondary school. Among the tasks in the worksheets are for instance citing the geographical location of specific places, describing their location verbally, etc.

didactics of geography - geography instruction - practical exeercises - physical geography - F.R.G. 147717.

156. RITHFUCHS, G.:
Unsere Verbandsgemeinde. Eine fachübergreifende Projektarbeit im 9. Schuljahr (Our hobby club - projects for the 9th class)
Geographie im Unterricht, 9, 1984, No. 4, pp.141-151.
Lit. 5, 2 worksheets, 8 figs., 4 pictoral tables.

The author describes the work of a hobby club in the upper classes of basic school, which concentrates on extending pupils' knowledge of the vicinity of their homes. The project is based on interdisciplinary relations which include the history of the region, its civics and also geography.

didactics of geography - geography instruction - practical excercises - hobby club - civics - history - interdisciplinary relations - F.R.G. 147717.

11.2.3 Geography discussions

157. **TSANOVA, A.:**

Vecher na tema "Balgarskite spetsialisti dostoyno zashchishchavat avtoriteta na Balgariya v Afrika"
(An evening discussion on the subject: "Bulagarian specialists honourably represent the good name of Bulgaria in Africa")
Obuchenieto po geografiya, 27, 1984, No. 6, pp.30-36.

The author describes an evening discussion on the topic of Bulgarian specialists who work abroad, in the developing countries of Africa. Pupils collect photographs related to this subject from their parents, their friends or from magazines or newspapers and make up a bulletin board or an album on this subject. Bulgarian engineers and the staff of Tekhnoexport, Bulgargeomin, Agrocomplex and Tekhexportstroy work in Lybia, Algeria, Nigeria, and Mozambique. Some of them were invited to participate in the discussion.

didactics of geography - geography instruction - organizational form - discussion - Bulgaria.
147717.

158. STANEVA, M. - KASTERLIEVA, Y.:
Nyakoi iziskvaniya kam integralnoto provezdane na urok s uchastieto na spetsialist (Some requirements for having a specialist participate in a teaching lesson)
Obuchenieto po geografiya, 27, 1984, No. 5, pp.15-19.

When preparing a lesson to which a teacher has invited a specialist in some field of science or technology, it is necessary to prepare all important didactical aspects of the lesson and especially the questions which should be put to the specialist. Also the didactical aspects of the following discussion between pupils and the specialist should be well thought out in advance. The teacher should prepare beforehand the questions the pupils will ask the specialist, which should include problems of raw materials, technological processes in production , the reconstruction and modernization of production, the outlooks for the 8th five-year plan, etc.

didactics of geography - geography instruction - discussion - Bulgaria. 147717.

11.2.4 Geography Olympiads and other competitions

159. KONRÁDOVÁ, V.:
Zemepisná olympiáda (The geography Olympiad)
Přírodní vědy ve škole, 35, 1983-1984, No. 3,
p. 120.

On April 8th and 9th, 1983 the 11th regional geography Olympiad was held in the West Slovakian region. 85 entries in 4 specializations were submitted. The author provides detailed information on the course of the regional round of this competition.

didactics of geography - geography instruction - organizational form - olympiad - West Slovakian region - Czechoslovakia. 147717.

160. Olimpiady po geografii (Geographical Olympiads)
Geografiya v shkole, 51, 1984, No. 2, pp. 48-51.

The methodology council of the Geographical Centre in Moscow has published plans for the new Geography Olympiad. School rounds, district rounds and town rounds are planned. The article also provides information on the Geography Olympiad held in 1983.

didactics of geography - organizational form - olympiad - U.S.S.R. 147717.

161. NOWAK, M.:
IX olimpiada geograficzna (The 9th Geography Olympiad)
Geografia w szkole, 1984, No. 2, pp. 123-125.
1 tab.

The 9th geography olympiad in the school year 1982-1983 was held under the motto "Geography helps to understand current events." The author informs readers about the course and toucome of the competition.

didactics of geography - geography instruction - organizational form - olympiad - Poland. 147717.

11.2.5 Hobby clubs

162. BOYABZHIEVA, M.:
Izvaklasnata rabota po geografiya i opasvaneto na prirodata v godinite na narodnata vlast
(Extracurricula work in geography in the area of nature conservation at the occasion of the anniversary of the people's government)
Obuchenieto po geografiya, 27, 1984, No. 4, pp.37-40.

The author writes about the existing situation in extracurricula activities in Bulgaria schools in the year when the country is celebrating the 40th anniversary of the Bulgarian People's Republic. Long-term activities with the young generation have been very fruitful. The author enumerates various activities and projects in geography and in nature conservation.

didactics of geography - geography instruction - organisational forms - hobby clubs - extra-curricula activities - Bulgaria. 147717.

11.2.6 Socially beneficial work

163. BACKMAGOMETOV, Š.M.:
Ob organizatsii obshchestvenno poleznoy deyatelnosti shkolnikov (on the organization of socially beneficial work done by pupils)
Geografiya v shkole, 51, 1984, No. 5, pp. 44-45.

Socially beneficial work done by pupils is often connected with vocational guidance. It serves as a very good link between theory and practice, and represents an education of pupils towards a positive attitude to work; it also acquaints them with the fundamentals of industrial and agricultural work and they can acquire basic work habits and they can become acquainted with their future vocational choice. The author here concentrates on socially beneficial work which touches upon geography and is connected with nature conservation, specifically in the 4th to 8th classes of basic school.

didactics of geography - geography instruction - socially beneficial work - 4th to 8th class - basic school - U.S.S.R. 147717.

11.3. Independent homework and independent work by pupils

164. LEBEDEVA, L.D.:
Sistema samostoyatelnikh rabot po prirodovedeniya (A system of independent work in nature studies)
Geografiya v shkole, 51, 1984, No. 2, pp. 44-47.
6 tabs.

The nature studies course taught in basic school is of a propaedeutic nature in relation to the subsequent study of individual natural sciences. The author provides a survey of this course in the form tables and stresses the educational and teaching role of each section of the course. Attention is devoted to the cognition process in nature studies, the methods and media used in instruction - the skills which should be taught, etc.

165. BERNE, I. - SCHOEPE-BOREWSKA, M.:
Jak prowadze cwiczenia i lekcje w terenie ?
(How do I carry out lessons and excercise in the field ?)
Geografia w szkole, 37, 1984, No. 3, pp.155-159.
1 tab.

The journal Geografia w szkole in 1983 announced a competition for an article on the topic cited in the title. The editors recieved a total of 24 responses of which 4 have been chosen for publication, while only brief information is provided on the others.

didactics of geography - geography instruction - field work - competition - Poland. 147717.

166. BÖLCKEI, G.:
A földrajzi - biologiai gyaorlati bemutató terület
(Practical field work in biology and geography)
Földrajtanítás, 27, 1984, No. 6, pp. 170-175.

Biological and geographical observations in the course of field work are recommended by the author since they contributes to pupils' independence and teaches them to observe nature. The author demonstrates this on the basis of the example of taking soil samples, recording data at the school meteorological station and studying the flora and fauna of a water hole.

didactics of geography - geography instruction - field work - observations - meteorological station - biology - Hungary. 147717.

167. FUCHS, F. - SCHÖPKE, H.:

Geoökonomische Aspekte des Main- und Wichterbachtales. Geländebeobachtungen einer 8. Klasse während eines Schullandheimaufenthaltes

(Geo-ecological aspects of the Main and Wicherbach rivers valleys. Landscape observations with pupils in the 8th class during a stay in a school home in the country)

Geographie im Unterricht, 9, 1984, No. 10,
pp. 397-406.
Lit. 18, 11 figs.

Teachers from institutions of higher learning and from general education secondary schools have drawn up a program of field work for pupils during their stay in a school facility in the country. The observations concern physical geography taught in the 8th class, and include a study of the Lüneburg peat bog and the Main-Rhineland area. Pupils made trips from the school facility in Rüsselhein to the surrounding country side and observed the landscape and its various physical geography aspects.

didactics of geography - geography instruction - field work - observations - physical geography - F.R.G. 147717.

168. Metodicheskie rekomendatsii v pomoshch organizatoram vsesoyuznoy ekspeditsii pionerov i shkolnikov "Moya rodina - U.S.S.R." (Methodological recommendations to help the organizers of the all-union expedition of Young Pioneers and pupils called "The U.S.S.R. - my motherland")
Geografiya v shkole, 51, 1984, No. 6, pp. 47-54.

The central excursion and tourism station for children, belonging to the Ministry of Education of the U.S.S.R., has drawn up methodological recommendations for organizing expeditions of Young Pioneer members and other pupils within the framework of the project "The U.S.S.R. - my motherland". A summary of these recommendations is published here. The 5th stage of the project will take place in 1984-86. It is devoted to the 40th anniversary of the victory of the U.S.S.R. in the Great Patriotic War.

didactics of geography - geography instruction - field work - Young Pioneer Organization - tourism - U.S.S.R. 147717.

169. Polozhenie v pyatom etape (1984-1986) vsesoyuznoy turistsko-kraevedcheskoy ekspeditsii pionerov i shkolnikov "Moya rodina - SSSR" (The program of the fifth stage of the all-union tourist and landscape study expedition of Young Pioneer members and pupils called "The U.S.S.R. - my motherland"). Geografiya v shkole, 51, 1984, No. 4, pp. 70-71.

The all-union tourist and landscape study expedition is one of the important means of communist education of Young Pioneers and pupils in Soviet schools. It includes socially beneficial work, field work, cognitive activities and recreation. The fifth stage is devoted to the 40th anniversary of the victory in the Great Patriotic War. The objectives of the expedition are also formulated in this document.

didactics of geography - geography instruction - field work - Young Pioneer Organization - tourism - U.S.S.R. 147717.

170. SITOWSKA, H.:
Kontrolne ćwiczenia terenowe z geografii w klasie IV (trzecia nagroda w konkursie) (A test in geography field excercises in the 4th class. The third prize in a competition).
Geografia w szkole, 37, 1984, No. 1, pp. 37-43.
4 figs.

The author describes field work carried out in the vicinity of the school with 4th grade pupils from a basic school. The class was divided into six groups. Each group received a paper with assignments for observations. The author cites 12 different assignments for various groups of pupils, where pupils are asked for instance to determine the direction in which the river is flowing, its width, depth at both banks, the speed of the current, the type of soil on the banks, etc.

didactics of geography - geography instruction - field work - observations - group work - Poland. 147717.

11.5 Science trails

171. BIZUBOVÁ, M.:
Náučné chodníčky na Slovensku (Science trails in Slovakia).
Přírodní vědy ve škole, 35, 1983-1984, No. 10,
pp. 391-393. Lit. 6, 1 tab.

The author provides a survey of all science trails found in Slovakia. There are a total of 13. The author describes the trails and discusses opportunities for making use of them for field work with pupils in geography.

didactics of geography - geography instruction - field work - science trails - Slovakia - Czechoslovakia. 147717.

12. Planning of geography instruction

172. BAKONYI, P.:
A tanulás irányítása (Planning instruction)
Földrajztanítás, 27, 1984, No.5, pp. 129 -136.

The author describes the history and present situation as far as planning class work and pupils´ learning are concerned, as well as the problem of planning the subject-matter for teaching.

didactics of geography - geography instruction - planning class work - Hungary. 147707.

173. FAHN, H.J.:
Unterrichtsplanung in der Sekundarstufe I am Beispiel von aktuellen Themen (Planning class work in the lower classes of secondary school on the basis of the example of topics of current interest).
Geographie im Unterricht, 9, 1984, No. 2, pp. 56-65.
Lit. 32.

In the future, geography instruction should take more into consideration two aspects: pay more attention to the natural geographical aspects, since without them pupils cannot understand spatial structures and geographically relevant processes. The second requirement is the constant up-dating of the subject-matter taught. Topics of current interest demonstrate the importance of geography and stress that geography should not be neglected. This is important from the point of view of planning instruction. The author provides a survey of topics of current interest for teaching in the lower classes of general education secondary schools.

didactics of geography - geography instruction - planning of class work - updating subject-matter - current topics - FRG. 147707.

174. FÖRSTER, H.:
Wie gelingt es, den Unterrichtsprozess so zu planen und zu führen, dass die Schüler in höherem Masse geistig aber auch praktisch gefordert werden ?
(How to plan instruction so that pupils are mentally and practically more active).
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 11, pp. 407-409. 1 fig.

The Ministry of Education has issued directives for improving the pedagogical process in schools. The author analyses problems connected with improving instruction and stresses especially the need to devote more time to strengthening what pupils have learnt. It is in this area that the most important reserves exist and also the opportunity to increase the effectiveness of teaching. The author cites two examples - the use of worksheets and sets of mutually interconnected questions.

didactics of geography - geography instruction - planning class work - strengthening - worksheets - G.D.R. 147707.

12.2. Preparations of teachers for class, for instruction and for other organizational forms of instruction

175. BATOROWICZ, Z.:
Struktura treści tematu. Problemy społeczne i gospodarcze Meksyku (Kl. VII) (The structure of a topic outline. The social and economic problems of Mexico. 7th class).
Geografia w szkole,

The author demonstrates how to select topics for teaching about the social and economic geography of Mexico in the 7th class of basic school. He discusses teaching objectives, media and how to select facts which will teach pupils to think independently. Difficulties in learning are the outcome of too many details which are found in the textbook. For this reason the author stresses the need to select carefully facts specific for this country, to create a correct hierarchy of facts and their classification. The author discusses pupils' learning from the point of view of factography, basic knowledge and supplementary knowledge; he also distinguishes between terms,relations and the connection between facts and processes.

didactics of geography - geography inmtruction - preparing a lesson - social and economic geography - Mexico - Poland. 147713.

176. BIEDERSTÄDT, S.:

Privatinvestitionen in Südkorea (Private investment in South Korea)
Geographie im Unterricht, 9, 1984, No. 6, pp.227-235.
Lit. 10, 2 figs., 2 worksheets, 6 tabs.

The outline of a teaching lesson on the subject of private investments in South Korea. This country has the advantage of very cheap lavour, especially women. Many plants have been built which belong to foreign companies and which predominantly concentrate on light industry - textiles and electronics. The author analyses specifically the textile industry.

didactics of geography - geography instruction - planning a lesson - South Korea - industry - F.R.G.
147713.

177. BRAMEIER, U.:

Bevölkerungswachstum in China. Anregungen und Materialen für den Unterricht in den oberen Klassen der Sekundarstufe I. (Population increments in China. Suggestions and materials for instruction in the intermediate classes of general education secondary school).
Geographie im Unterricht, 9, 1984, No. 6, pp. 222-227.
11 information sheets.

In 1983 the Chinese Minister for Family Planning and the Indian Prime Minister received a prize from the United Nations for the success they have achieved in population policies, family planning and stopping the population explosion in both countries. On the basis of the extensive material found in this article the author provides an outline of a lesson on the subject of population growth in China.

didactics of geography - geography instruction - planning a lesson - population explosion - China - F.R.G. 147713.

178. BROGIATO, H.P.:
Trier aktuell (Trier today)
Geographie im Unterricht, 9, 1984, No. 5, pp.169-172.
Lit. 9, 2 figs., 8 tabs.

The location of Trier on the outskirts of the country, which is historically determined, is compared by the author with the location of other regions. This is probably one of the reasons why the economy of the city and its vicinity is more backward than elsewhere. Policy measures in this area have been attempting to counteract these trends for several years. The structure of the city is improving, especially its downtown area. In the future the more comprehensive integration of Trier into the European Community is expected to improve the situation. The author describes the present and past of Germany's oldest town. The article thus provides an outline for a teaching unit.

didactics of geography - geography instruction - planning classwork - Trier - regional geography - F.R.G. 147713.

179. BROSOWSKI, G. - SALZMANN, W.:
Labor- oder Heimexperiment - Wasseroberfläche und Verdunstungen am Beispiel des Assuanstaudammes
(A laboratory or homework assignment - a water area and its evaporation on the basis of the example of the Assuan dam).
Geographie im Unterricht, 9, 1984, No. 7, pp.285-288.
Lit. 4, 1 drawing by pupil, 4 figs.

In this teaching unit the author suggests analysing the consequences of the disturbed equilibrium caused by the building of the Assuan dam in Egypt. The author deals with this problem with the help of experimental assignments for pupils in the lower classes of secondary school.

didactics of geography - geography instruction - ecology - water dam - Egypt - F.R.G. 147713.

180. TSANKOVA, L.:
Kraevedski kompleksno - integralenurok na tema "Vitosha - izbor na esteticheska naslada i blaga za choveka". (A complex regional lesson concerning the topic "The Vitosha mountain - a selection of aesthetical experiences and human welfare).
Obuchenieto po geografiya, 27, 1984, No. 3, pp. 29-35.

The author provides the outline of a topic suitable for class work in the 9th class. Vitosha, which is an important recreational area near the capital of Sofia, is discussed not only from a geographical point of view, but also its rendering in literature and art.

didactics of geography - geography instruction - regional geography - 9th class - Bulgaria. 147713.

181. TSANKOVA, L. - SUGAREV, T.:
Urok na tema - "Prilivi i odlivi" na integralna osnova (A lesson on the topic "High and low tide", on an integrated basis).
Obuchenieto po Geografiya, 27, 1984, No. 4, pp.40-45.
1 fig., 1 tab.

The topic of the changing tide belongs to the physical geography course for the 8th and 10th classes, although already in the 7th class it is mentioned. The author stresses the need to use interdisciplinary relations when teaching about the sea tide, especially in the 7th class, where pupils already have various knowledge from physics needed to understand this phenomenon. The author recommends a practical excercise for pupils: measuring maximum high tides, in meters, on the basis of data gained from an atlas.

didactics of geography - geography instruction - physical geography - the seas - Bulgaria. 147713.

182. CLOSS, H.M.:
Bimsabbau im Grossraum Rohstoffgewinnung versus Naturschutz (The extraction of pumice in the landscape versus nature conservation).
Geographie im Unterricht, 9, 1984, No. 5, pp.187-196.
Lit. 61, 3 maps, 4 figs., 8 tabs., 5 appendixes.

In the central Rhineland area of Bims, near Lascher See, the large scale extraction of pumice is carried on. Pumice is of vulcanic origin and is found in large quantities on a nature reservation which is a favourite recreational area. The extraaction of pumice has a negative effect on the landscape and threatens the local environment. The quantity of extracted pumice is constantly growing and nature conservation authorities are in conflict with the firms carrying out the extraction. The author provides an outline for dealing with these problems within the framework of geography instruction.

didactics of geography - geography instruction - teaching lesson - extraction of pumice - nature conservation . F.R.G. 147713.

183. CHIPOVA, N.I.:
Puti i priemi povysheniya kachestva znaniy uchashchikhsya pri izuchenii geografii v V klasse
(Ways and means of improving the learning of pupils in geography instruction in the 5th class).
Geografiya v shkole, 51, 1984, No. 2, pp. 31-34.
1 tab.

The author reacts here to a resolution of the Central Committee of the Communist Party of the Soviet Union and the Council of Ministers of the U.S.S.R. concerning the overloading of pupils, too much homework, and the need to delete too complicated sections of the teaching syllabus, as well as improving the quality of tests and examinations in schools of all types. Means should be found to teach basic subject-matter properly. Plans for class work are an important method of attaining these goals, which the author discusses at length.

didactics of geography - geography instruction - teaching lesson - basic subject-matter - examinations - U.S.S.R. 147713.

184. DOUBRAVA, J.:
Několik poznámek k vyučování zeměpisu v 5. a 6. ročníku (Some comments on teaching geography in the 5th and 6th classes of basic school)
Přírodní vědy ve škole, 35, 1983-1984, No. 3, pp. 106-108.

The author reports on a study of class work in the 5th, 6th and 7th classes of basic school and analyses individual topics. The author pinpoints errors made by pupils and the consequences which follow from this for the work of teachers when using the textbook, atlases and maps. The conclusion of the study, among others, is that the use of maps should be extended and improved.

didactics of geography - geography instruction - study of effects of school work - 5th class - 6th class - 7th class - basic school - Czechoslovakia. 147713.

185. DOUBRAVA, J.:
Zeměpis Československa v 8. ročníku (The geography of Czechoslovakia taught in the 8th class)
Přírodní vědy ve škole, 35, 1983-1984, No. 1, pp. 28-30.

The author discusses preparations for teaching geography in the 8th class of basic school. He points to the linkage of this part of the geography course to what pupils learn in civics during the first four grades of basic school and discusses what new elements geography should introduce. An important change in teaching methods is the greater activity of pupils in the higher grades.

didactics of geography - geography instruction - planning a teaching lesson - teaching media - activation - Czechoslovakia. 147713.

186. DRTINOVÁ, Z.:
Zkušenosti s výukou v 7. ročníku ZŠ. (Experiences with teaching in the 7th grade of basic school).
Přírodní vědy ve škole, 35, 1983-1984,č.1,s.28-30.

The author provides information about a study on the use of the new teaching syllabus for the 7th class which was introduced within the framework of the further development of the Czechoslovak educational system on the basis of a discussion which took place with three teachers at the basic school at Komenský street in the town of Náchod. The conclusions arrived at are very positive.

didactics of geography - geography instruction - quality of instruction - basic school - 7th class - Czechoslovakia. 147713.

187. ERDMANN, C.:
Wirtschafts- und Socialsäumliche Gliederung einer frühindustriellen Stadt (Aachen im Jahre 1812)
(The economic , social and spatial differentiation of a town with early industry - Aachen in 1812)
Geographische Zeitschrift, 71, 1984, No. 3,
pp. 166-181.

The author describes the German town of Aachen in the year 1812, before it became an industrial town. He describes its economic status and organization and how these factors influenced the social conditions of the town. She deals in detail with the innovations which led to extensive changes in the town and its social and economic system, as well as the transformation of manufacture based on manual work into machine plants which usually were built outside the town walls, thus leading to a growth of the town and also to an increase in the number of its inhabitants.

didactics of geography - geography instruction - thematic unit - regional geography - social geography - historical geography - F.R.G. 147713.

188. FAHN, H.J.:
Aktuelle Probleme der Deutschen Hochseefischerei
(Current problems of the German deep sea fishing industry)
Geographie im Unterricht, 9, 1984, No. 7, pp.257-264.
Lit. 11, 2 transparencies, 1 pictorial table,
7 appendixes.

90 % of fish caught throughout the world are caugth within the 200 mile zone next to land.

At United Nations conferences on maritime law this distance has been accepted as that which represents territorial waters. The amount of fish caught by the German fishing fleet has steadily declined in recent years;the number of ships in this fleet has decreased and the amount of fish found on the market has also decreased and jobs in this industry have been lost. Substitutes are sought in catching different species of fish then has been the case until now and in so-called aqua-culture, i.e. the breeding of fish in special vessels. This subject-matter is here outlined in a two lesson unit.

didactics of geography - geography instruction - teaching lesson - marine fishing - F.R.G. 147713.

189. FAHN, H.J.:
Die aktuelle Stunde: Biologischer Anbau. (A lesson on a current topic: Biological cultivation.)
Geographie im Unterricht, 9, 1984, No. 2, pp. 66-69.
Lit. 1, 2 pictorial tables, 1 worksheet, 5 tabs.

The author discusses the consequences of the extended use of chemicals in agriculture and on the basis of various findings advocates a return to a more balanced landscape and giving up the use of organic fertilizers and the combined production of crops and animal husbandry.

didactics of geography - geography instruction - teaching lesson - biologization - agriculture - environmental control - F.R.G. 147713.

190. FERGER, E.:

Unterschiede in eigenen Lebensbereichen zwischen Deutschland und Japan. Gründe für den wirtschaftlichen Erfolg Japans (Differences in some vital areas between Germany and Japan. The foundation of Japan's economic success).

Geographie im Unterricht, 9, 1984, No. 1, pp.24-35. Lit. 36, 6 worksheets, 2 tabs.

The article deals with a thematic unit for teaching in the 8th class and cites various examples from the day-to-day life of Japan, as well as various statistics about both countries, which make it possible to compare them and which demonstrate the reason for Japan's great economic success. Also economic contacts between both countries are discussed and illustrated.

didactics of geography - geography instruction - teaching lesson - 8th class - comparison - Japan - F.R.G. 147713.

191. FLIS, J.:

Głos w dyskusji na temat analizy struktury treści nauczenia w zakresie astronomicznych podstaw geografii (A contribution to the discussion on the subject of analysis of the structure of teaching the astronomical foundations of geography)

Geografia w szkole, 36, 1984, No. 2, pp. 88-89.

The author adds his opinion to the discussion based on the article written by J. Michalczyk and published in Geografia w szkole No. 3, 1983, to which he has critical comments concerning the approach to the subject-matter of astronomy taught within the framework of geography.

didactics of geography - geography instruction - planning - astronomy. Poland. 147713.

192. FRAEDRICH, W.:
Der Manufacturing Belt und das Ruhrgebiet im industrie-geographischen Vergleich
(The manufacturing belt and the Rhineland in an industrial and geographical comparison)
Geographie im Unterricht, 9, 1984, No. 9,
pp. 363-374.
Lit. 12, 11 materials

The author provides an outline of a thematic unit for teaching a unit of 8 teaching lessons. He selects suitable material which is based on educational and teaching objectives, age of the pupils, the method of their learning and preceding knowledge. The topic is suitable for the lower classes of general education secondary schools.

didactics of geography - geography instruction - thematic unit - planning instruction - lower classes of secondary school - F.R.G. 147713.

193. FRAEDRICH, W.:
Robbenfang vor Newfundland (Kanada). Der Konflikt zwischen ökonomischen und ökologischen Interessen (Hunting seals off the New Foundland coast in Canada. The conflict between economic and ecological interests)
Geographie im Unterricht, 9, 1984, No. 11, pp.422-432.
15 texts, 2 worksheets

The author provides an outline of a thematic unit for 8 teaching lessons concerning seal hunting off the New Foundland coast and its economic and ecological aspects. A worldwide campaigne is developing for the protection of seals who are threatened by sea pollution, too extensive hunting and by Killer whales. This topic is intended for teaching in the 8th class, but can also be used in the 7th and 9th grades.

didactics of geography - geography instruction - thematic unit - nature conservation - seal hunting - Canada, F.R.G. 147713.

194. CAFFGA, P. - HAUBOLD, M.:
Nutzungskonflikt am Chiemsee. Fremdenverkehr contra Naturschutz (Conflicts concerning the use of the landscape around lake Chiem. Tourism versus nature conservation)
Geographie im Unterricht, 9, 1984, No. 11, pp.432-445.
Lit. 25, 2 maps, 3 figs., 3 worksheets, 1 pict.tab., 3 tabs, 3 appendixes.

The author describes the conflict which has arisen between the tourist industry and nature conservation agencies at Lake Chiem. In the interests of maintaining the natural equilibrium of the landscape and the environment some solution should be found as soon as possible.

didactics of geography - geography instruction - thematic unit - tourism - nature conservation - F.R.G. 147713.

195. GEERS, D.:
Eine Trinkwassertalsperre entsteht - Beispiel Kleine Kinzig (A valley dam with a drinking water reservoir is being built. The example of Klein Kinzig)
Geographie im Unterricht, 9, 1984, No. 10, pp.390-396, Lit. 5, 17 figs.

To the south of Freundenstadt a new dam is being built for the creation of a drinking water reservoir. Photographs document the development of this large structure, which will have a positive effect on the environment. The photographs and the outline of a teaching lesson should be used to teach an independent teaching unit.

didactics of geography - geography instruction - water reservoir - dam - photographs - F.R.G. 147713.

196. GEORGIEVA, A.D.:
Urok na tema "Zhivotinskiyat svyat v Aziya"
(A lesson on the subject of "The world of animals in Asia")
Obuchenieto po geografiya, 27, 1984, No. 5, pp. 31-36. Lit. 6, 2 figs., 1 tab.

In the 5th and 6th classes the geography teaching syllabus also includes zoo-geography - the distribution of animals on various continents. The author provides a detailed outline of the topic of fauna in Asia. Its purpose is to acquaint pupils with the most important species of animals found on this continent, in the context of the physical geography of their natural environment and the geographical conditions existing in this part of the world. Use is made of maps and pictures and the dialectical relationship which exists between zoogeography and physical geography is explained. The author divides the Asian continent into several areas and cites animals typical for each of these areas. Also the problem of nature conservation in Asia is discussed.

didactics of geography - geography instruction - 6th class - Asia - zoogeography - Bulgaria. 147713.

197. GERLOFF, J.U.:
Das Lebensmittelprogramm der UdSSR (The food program of the U.S.S.R.)
Zeitschrift für Erdkundeunterricht, 35, 1984, No. 6, pp. 221-233.
2 figs., 6 tabs.

The author informas readers of the outcome of Soviet agricultural and food policy since the March plenary session of the Central Committee of the Communist Party of the Soviet Union in 1965 and the resolution of the May plenary session in 1982. The comprehensive tasks of the food program are described, analysed and commented upon. The development of agriculture until 1990 is described, as well as the regional specialization of Soviet cereal production.

didactics of geography - geography instruction - agricultural production - U.S.S.R. - G.D.R. 147713.

198. GERLOFF; J.U.:
Die Schiffbauindustrie der Nordbezirke der DDR. Beispiel erfolgreicher Entwicklung im Rahmen der socialistischen ökonomischen Integration
(The shipbuilding industry in the northern districts of the G.D.R. - an example of successful economic integration under socialism)
Zeitschrift für den Erdkundeunterricht, 31, 1984, No. 8-9, pp. 287-294.
1 fig., 5 tabs.

In the sixties large shipyards were built in the north of the G.D.R. Contracts signed with the Soviet Union, which in advance assured sales for a long period of time, were instrumental in their building. Socialist economic integration represents a long-term stabilizing factor in the further development of the industrial agglomeration of the northernmost district of the G.D.R. The building of ships in the G.D.R. is demonstrated on the basis of summary tables, which also show the importance of all other members of the Council for Mutual Economic Assistance.

didactics of geography - geography instruction - industry - ship building - G.D.R. 147713.

199. GILSTER, A.:

Flurbereinigung - Ökonomie contra Ökologie ?

(Cleaning up meadows and fields - economy versus ecology ?)

Geographie im Unterricht, **9**, 1984, No. 11,
pp. 458-463. Lit. 16,
6 figs.

The author in the article discusses problems connected with the cleaning up of fields and meadows of unwanted shrubs and weeds - in this process, however, ecology and economics come into conflict. The incidence of shrubs in the landscape is assessed in an entirely different manner by ecologists and by farmers. The author points to the negative, as well as positive contribution made by shrubs and other plants and the consequences which human intervention into the landscape can cause. The subject-matter is outlined for the purpose of use in class work.

didactics of geography - geography instruction - agriculture - economics - ecology - nature conservation ▾ F.R.G. 147713.

200. GORMSEN, E.:

Der internationale Tourismus, eine neue "Pionierfront" in Ländern der Dritten Welt (International tourism - a new "pioneering frontier" in third world countries).
Geographische Zeitschrift, 71, 1984, No. 3,
pp. 149-163.
4 figs., 1 tab.

The large numbers of tourists who visit third world countries are somewhat similar to those who in the pioneering period discovered unknown parts of the world. The author discusses some of the problems connected with the increase of tourism in these countries. Specifically these concern investments and innovations in existing facilities for tourists, achieving the required quality of hygiene and catering, improving the highway system, building a sufficient number of gas stations, simple motels and also a sufficient number of airports; all this requires substantial financial resources. The author points out that domestic and foreign capital should both participate in this type of investment; the profits from tourism should not leave the country.

didactics of geography - geography instruction - tourism - developing countries - F.R.G. 147713.

201. **GRUBE, G.:**
Die Volksrepublik Mosambique (The People's Republic of Mosambique)
Zeitschrift für den Erdkundeunterricht, 35, 1983, No. 6, pp. 233-241, 8 figs., 6 tabs.

The author acquaints readers with basic geographical data and with the administrative division of this important African country, its inhabitants, political and economic development, which since 1981 has been controlled by a centralized economic plan. Industry produces only 9 % of national income, while agriculture is the predominant branch of the economy. The author also discusses the transportation network and infrastructure in general. The economic situation of the country is very complicated but the socialist method of development will be capable of overcoming the heritage of the colonial past.

didactics of geography - geography instruction - developing country Mosambique - Africa - G.D.R.
147713.

202- **HAHN, R.:**
USA: Pionere, unbegrenzte Möglichkeiten, Westwanderung (The USA: The pioneers, unlimited oportunities, the movement West)
Geographie im Unterricht, 9, 1984, No. 9, pp. 354-355. 3 figs.

The author cites various historical events in the history of the U.S.A. since the original 13 colonies decided to defy British orders and began the struggle for independence by issuing the

Declaration of Independence in 1776. The settlement of the West by the pioneers is described in terms of the geography of the U.S.A., as well as the further development of the country.

didactics of geography - geography instruction - thematic unit - U.S.A. - history - F.R.G. 147713.

203. HAHN, R.:
Stereotypen und Presseinformationen als belebende Komponenten für "komplexe Gesamtdarstellung" der USA (Stereotypes and press information as the most frequent component of "comprehensive general ideas" concerning the U.S.A.)
Geographie im Unterricht, 9, 1984 No. 9, pp.343-347.
3 figs.

The author provides an outline of the geography of the United States for use in classwork according to the curriculum used in the schools of Baden-Würtenberg. The author also cites a catalogue of basic structures which are suitable for teaching this subject.

didactics of geography - geography instruction - U.S.A. - model for teaching - F.R.G. 147713.

204. HAHN, R.:
US - amerikanische Landwirtschaft: zu viele Nahrungsmittel durch immer weniger Farmen
(The agriculture of the U.S.A.; an increasing amount of produce, produced by a decreasing number of farms)
Geographie im Unterricht, 9, 1984, No. 9, pp. 358-361.
3 figs., 12 tabs.

The author discusses the topic of American agriculture from the point of view of class work on this subject; he discusses its history since the declaration of American independence in 1776, the division of the country during the Civil War, the settlement of the West by independent farmers who received 64 hectars of land for the asking, the termination of land settlement in 1889, the large scale erosion of soil in the thirties and the great increase in farm productivity in the fifties, up to government intervention against crop surpluses in the eighties.

didactics of geography - geography instruction - agriculture - history - U.S.A. - F.R.G. 147714.

205. HAHN, R.:
Ziele und Inhalte einer Unterichtseinheit U.S.A.
(The objective of a teaching unit on the U.S.A. and its content)
Geographie Unterricht, 9, 1984, No. 9, pp. 341-342.

The author provides the outline of teaching lessons on the geography of the U.S.A. which deal with the climate as a basic factor in agricultural production, the population as the basis of American society and the most important economic centres of the country. He demonstrates how pictorial material can be used to create spatial images for pupils in class.

didactics of geography - geography instruction - U.S.A. - F.R.G. 147713.

206. HAHN, R. - HOFFMANN, W.:
Einwandererstaat USA - Schmelztiegel oder Salatschüssel ? (The U.S.A. as a nation of immigrants - a melting pot or salad bowl ?)
Geographie im Unterricht, 9, 1984, No. 9, pp. 355-358. 4 tabs.

Immigration continues to be an important aspect of the U.S.A.; immigration may be legal or illegal and concerns an influx of people above all from Asia and Latin America. The problem of the melting pot and the use of the English language which it implies or conversly maintaining various languages and cultures (which is sometime denoted as an approach to the U.S.A. as a salad bowl, where each component preserves it own identity), continues to be an open question. These problems are here dealt with from the point of view of teaching this subject-matter.

didactics of geography - geography instruction - population geography - U.S.A. - F.R.G. 147713.

207. **HAHN, R. - HOFFMANN, W.:**

Naturgrundlagen der USA: Klima und Vegetation
(The nature foundations of the U.S.A.: Climate and vegetation)
Geographie im Unterricht, 9, 1984, No. 9, pp.350-353.
3 figs.

The authors provide an outline for a teaching unit concerning the climate and vegetation of the U.S.A. The specific aspects of this country are described, including snowstorms, hurricanes and cyclones, the dominating air masses, direction of the winds, climate types, sudden drops in temperature, floods and heat waves. An analysis of natural catastrophes completes this topic.

didactics of geography - geography instruction - U.S.A. - climate - vegetation - F.R.G. 147713.

208. **HAHN, R. - HOFFMANN, W.:**

Raumweite, Grosslandschaften unddas Städtenets - einfache Orientierungsmuster und räumliche Vorstellung (Open spaces, large landscapes and urban networks - a simplified model for orientation and spatial images)
Geographie im Unterricht, 9, 1984, No. 9, pp. 348_349.
1 fig.

In order to learn the geography of the U.S.A. properly, pupils must first properly acquire a spatial and highly differentiated image of the landscape and urban network, with greatly differentiated reliefs, water networks, settlements, etc. The authors provide various methodological recommentations in this context.

didactics of geography - geography instruction - physical geography - socio-economic geography - U.S.A. - F.R.G. 147713.

209. HAHN, R. - HOFFMANN, W.:
U.S.A. - Stereotypen 14 - bis 15 - jähriger Schüler in Herbst 1983 (The U.S.A. - a stereotype in the minds of 14 and 15 year old pupils in the autumn of 1983)
Geographie im Unterricht, 9, 1984, No. 9, p. 342.

At the beginning of teaching the topic "The U.S.A." in the 8th class of a general education secondary school the author suggests the use of a stereotype map from which various questions can be posed, which will then be answered during the teaching of this whole extensive topic.

didactics of geography - geography instruction - thematic unit - map - U.S.A. - F.R.G. 147713.

210. HAHN, R. - RAU, E.:
Materialbilder U.S.A. Vielseitiger Arbeits- und Darstellungsmittel für Raumvorstellungen
(Pictorial material about the U.S.A. Comprehensive work and visual media for creating spatial images)
Geographie im Unterricht, 9, 1984, No. 9, pp. 361-362. 3 figs.

The authors describe their experience with the use of pictorial material, including press clippings, transparencies, photographs and other material. This type of material makes a strong impact upon pupils and increases their motivation to learn. It can also be used for making a mosaic map, where pictures are pasted upon the relevant place on the map.

didactics of geography - geography instruction - mosaic map - use of clippings - pictorial material - U.S.A. - F.R.G. 147713.

211. HANKE, W.:
Hongkong: Entwicklungsland - "Achwellenland" - Industrieland ? Eine Unterrichtseinheit für die Sekundarstufe I. (Hong Kong: a developing country - a "swelling" country - an industrial country ? A teaching unit for the lower classes of secondary school)
Geographie im Unterricht, 9, 1984, No. 6, pp.246-254.
Lit. 28, 1 photo, 12 appendixes, 1 worksheet.

The author provides the outline of a 5 lesson teaching unit for the lower classes of secondary school which deals with the geography of Hong Kong which is on its way to becoming a developed industrial country. Pupils work in groups and seek arguments for and against including Hong Kong into the group of industrial nations.

didactics of geography - geography instruction - developing country - industrial country - Hong Kong
F.R.G. 147713.

212. HEENE, H.P.:
Umweltbelastung als Planungsfaktor am Beispiel des Raumes Ludwigshafen-Rhein (Environmental pollution as a factor in planning on the basis of the example of the area of Ludwigshafen and the Rhine) Geographie im Unterricht, 9, 1984, No. 4, pp.197-205. Lit. 15, 3 figs., 1 tab.

The author provides an outline of a topic concerning the environment which is based on the geography of Ludwigshafen on the Rhine; the unit is developed into 10 teaching lessons for the 9th class of general education secondary school; pupils are expected to work independently and to use methods used in scientific work. The author provides many interesting facts.

didactics of geography - geography instruction - environmental conservation - 9th class - general education secondary school.- F.R.G. 147713.

213. KEHRER, G.:
Übergang zu intensiv erweiterten Reproduktion der Volkswirtschaft der DDR, (The transition to an intensive type of extended reproduction in the national economy of the German Democratic Republic) Zeitschrift für den Erdkundenunterricht, 36, 1984, No. 1, pp. 1-8. 1 tab.

The article explains reasons for which the intensive type of development of the national economy of the G.D.R. is a necessity and indicates the methods by which the further intensification of the

G.D.R. economy will take place and what has already been accomplished in the seventies, especially from the point of view of the allocation of raw materials and other resources. The article also contains a table of interesting economic data. The subject matter and method of exposition is suitable for general education secondary schools.

didactics of geography - geography instruction - economics - G.D.R. 147713.

214. KOCH, R.:
Zum Themenheft Deutschland - U.S.A. (On a thematic workbook on Germany and the U.S.A.)
Geographie im Unterricht, 9, 1984, No. 9, pp. 337-338.
3 figs.

The author provides the outline of a thematic workbook concerning relations between the U.S.A. and Germany. In 1683, 13 citizens from the German town of Krefeld landed in the North American colony of Pennsylvania and founded the first German settlement in the New World, called Germantown. The author describes in detail German immigration to North America and the hopes for freedom and better conditions for work which brought them there. Approximately 6 million Americans still cite their German origins. Today the Federal Republic has very good relations with the U.S.A.

Didactics of geography - geography instruction - historical geography - settlements - immigration - U.S.A. - F.R.G. 147713.

215. KOLB, A.:
Das Japanische Inselreich - Kulturlandschaft und Wirtschaftsgrossmacht (The Japanese island empire - cultural landscape and economic super power)
Geographische Zeitschrift, 71, 1983, No. 2, pp. 110-116.

The author describes the development of Japan after its defeat in World War II until the present when it has become an economic superpower in the world. He analyses the history of Japan and its development, the Tokugava period, opening Japan to the world, the development of Japan after 1868 when a state reform was carried out and the industrialization of the country begun.

didactics of geography - geography instruction - Japan - historical geography - national economy - F.R.G. 147713.

216. KORMANY, G.:
Tematikus tervezes a fōldrajztanításba (A thematic plan for school instruction in geography)
Fōldrajztanítás, 27, 1984, No. 1, pp. 1-12.

The author provides an outline for 16 teaching lessons which concern Africa, Australia and Oceania. The plan also includes a list of skills which pupils should gain and a bibliography both for teachers and pupils on this subject-matter.

didactics of geography - geography instruction - regional geography - Africa - Australia - Oceania - Hungary. 147713.

217. KOROVITSIN, A.V.:
Metodika provedeniya urokov i prakticheskikh rabot v VII klasse po tem "Karti i primeti raboti s nimi".
(The methodological aspects of lessons and practical excercises in the 7th class on the topic of "Maps and their use")
Geographiya v shkole, *51*, 1984, No. 5, pp. 32-39.
1 tab.

The author provides the outline of a lesson on the topic of maps and their use, based on the basis of the teaching syllabus for geography in the 7th class. The article also contains 5 various assignments with a number of sub-questions for pupils' independent work.

didactics of geography - geography instruction - castography - teaching method - use of map - independent work by pupils - U.S.S.R. 147713.

218. KOWALSKI, J.:
Lekcja w klasie II liceum na temat "Warunki naturalne rozwoju rolnictwa" (A lesson in the 2nd class of general education secondary schools on the subject of "Natural conditions for the development of agriculture")
Geografia w szkole, *37*, 1984, No. 2, pp.114-118.
1 tab.

One of the tasks of basic school is to develop knowledge and skills and the ability to make use of them in new situations. In general education, not only content but also its function are important. The author provides methodological instructions for teaching about the development of agriculture in the vicinity of the school. This subject-matter concerns teaching in the first to 3rd classes of general education secondary school. The author specially notes how to continue in the subject-matter taught in lower classes. The outline also contains the problem of the development of agriculture in Europe and specifically in France, the G.D.R., Poland and elsewhere.

didactics of geography - geography instruction - general education secondary school - 2nd class - agriculture - natural conditions - physical geography - Poland. 147713.

219. KURBANIYAZOV, R.:
Izuchenie temi "Osnovniye formi organizatsii selskokhozyastvennogo proizvodstva" na fakultativnikh zanyatiyakh (Teaching the topic "Basic forms of organizing agricultural production" in elective courses)
Geografiya v shkole, 51, 1984, No. 2, pp. 41-43.

The author deals with an important economic subject in the geography teaching syllabus which concerns the basic organization of agricultural production for teaching in elective courses called "The foundations of the economics of socialist agriculture". Special attention is paid to such problems as specialization and concentration, various forms of cooperation and its forms, agro-industrial integration and efficiency in a agricultural production. Specific examples are cited which concern some areas of the U.S.S.R.
didactics of geography-geography instruction-economics-agriculture-USSR.147713.

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220. MAKOWSKA, D.:
Elementy wiedzy geomorfologicznej w nauczaniu geografii w klassach IV - VII szkoly podstawowej
(Elements of geomorphological sciences in geography instruction in the 4th to 7th classes of basic school)
Geografia w szkole, 37, 1984, No. 5, pp. 257-261.

The author cites all basic problems of geomorphology which are cited in the geography teaching syllabus for the 4th to 7th classes of basic school and which include volcanic activity, the movement of the Earth's crust, mineral creating processes, the impact made by the movement of water and the wind, the influence of human intervention.

didactics of geography - geography instruction - basic school - geomorphology - Poland. 147713.

221. MORDAWSKI, J.:
O realizacji teoretycznych założeń dydaktyki ogólnej i celów dydaktyczno-wychowawczych geografii regionalnej na lekcjach w klassach VI - VII
(On the implementation of the theoretical principles of general didactics and didactical and educational objectives when teaching regional geography in the 6th and 7th classes)
Geografia w szkole, 37, 1984, No. 3, pp. 159-163.
1 survey of 1 outline of lesson, 2 tabs.

Basic aspects of general didactics and the didactics of geography are indispensable prerequisites for the successful teaching of individual

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lessons. The author demonstrates the use of general and special didactics in preparing lessons on the subject of agriculture in India and problems of feeding the population.

didactics of geography - geography instruction - general didactics - India - agriculture - Poland. 147713.

222. MÜLLEROVÁ, V.:
K vyučování zemepisu na stredných hotelových školách (On geography instruction in secondary hotel schools)
Přírodní vědy ve škole, 35, 1983-1984, No. 2, pp. 77-78.

The author describes the problems of teaching geography in connection with tourism as an economic branch and teaching this course in the 1st and 2nd class of secondary hotel schools. In the 1st class tourism in Czechoslovakia is taught and in the 2nd class tourism in Czechoslovakia is taught and in the 2nd class tourism in the other European countries. Students bring with them from basic school an insufficient knowledge of maps. A special geography classroom is required. According to a planned reform of the curriculum of this type of school, these courses will be in the 4th class.

didactics of geography - geography instruction - secondary hotel schools - geography of tourism - Czechoslovakia. 147713.

223. NEVRTAL, J.:

Aktualizace učiva o pedosféře (Up-dating the subject-matter concerning the pedosphere taught in schools)

Přírodní vědy ve škole, 35, 1983-1984, No. 1, pp. 35-37. Lit. 10.

Subject-matter concerning the pedosphere should be up-dated on the basis of new knowledge concerning the soil, its use, conservation, utilization and the use of the regional principle in instruction. This latter information can be gained from local National Committees (local government bodies). The author discusses some of the basic aspects of pedology, describes the recent law on the conservation of agricultural soil and the need to educate pupils for the conservation and improvement of the soil.

didactics of geography - geography instruction - pedology - up-dating - nature conservation - Czechoslovakia. 147713.

224. GERMAINE JONAS, I.:

Minimum - merés a 4. osztályos környezetismeret tantárgyban (Minimum - the outcome of measuring knowledge in the 4th class)

Földrajztanítás, 27, 1984, No. 1, pp. 23-31. 4 tabs.

The author assesses existing requirements of the knowledge of natural science subjects, including biology and geography. A study project which was undertaken in 31 classes in 30 different schools to determine the scope of this knowledge is best expressed by the word "minimum".

didactics of geography - geography instruction - outcome of teaching - study project - Hungary. 147713.

225. PAULUKAT, I.:
Die Erdölwirtschaft in Lateinamerika (I. Teil)
(The economics of petroleum extraction in Latin America. Part 1.)
Zeitschrift für Erdkundeunterricht, 36, 1984, No. 5, pp. 166-178. 3 figs., 4 tabs.

The nations of Latin America are now struggling against international petroleum monopolies for gaining the right of disposition to petroleum and natural gas resources in their countries and for making this industry a source of territorial development in their countries. The examples of Venezuela and Mexico are cited. Petroleum is now also extracted in the Andes Mountain countries.

didactics of geography - geography instruction - petroleum - natural gas- extraction - Latin America - G.D.R. 147713.

226. PETKOVA, E.:
Urok na prakticheskata rabota na tema "Razpoznavane na skali, minerali i polezni izkopaemi" v sedmi klas
(A lesson with practical excercises on the topic "Let us identify rocks, minerals and useful raw materials" in the 7th class)
Obuchenieto po geografiya, 27, 1984, No. 5, pp. 26-30. 3 tabs.

The author stresses the importance of acquainting pupils with rocks, minerals and useful raw materials.

All geography stock rooms should have collections of rocks and minerals, as well as fossils which can be shown to pupils when teaching the relevant section of the teaching syllabus. On the other hand geography stock rooms should not have extensive mineralogical, geological or paleontological collections, which can be seen in natural studies museums. The author suggests various forms of independent work by pupils in identifying and describing basic kinds of rocks, minerals and fossils.

didactics of geography - geography instruction - geology - mineralogy - paleontology - practical excercises - Bulgaria. 147713.

227. PLATONOVA, I.A.:
Podgotovka i provedenii obobshcheniy pri ozuchenii temi "Obshchie vi voprosy geografii otrasley narod--nogo khozyastva" v VIII klasse (Carrying out preparations and making summaries when teaching the topic "General problems of the geography of branches in the national economy" in the 8th class) Geografiya v shkole, 51, 1984, No. 6, pp. 37-43. 2 tabs.

The author provides an outline for use in teaching the economic geography of the U.S.S.R., specifically the geography of the following branches: energy, ferrous metalurgy , non-ferrous metalurgy, the machine building industry, chemical industry, food processing industry, forestry and agriculture.On the basis of specific examples the author demonstrates how summaries should be made in class.

didactics of geography - geography instruction - socio-economic geography - generalizations - summaries - U.S.S.R. 147713.

228. POPP, K.:

Waldsterben - Das Ende einer Resource ? Ein Beitrag zum geographisch relevanten Entscheidungsprozess gesellschaftlicher Interessengruppen

(The death of the forests - the end of a resource ? A contribution to the geographically relevant decisionmaking process of special interest groups)
Geographie im Unterricht, 9, 1984, No. 1, pp. 1-13. Lit. 9, 6 figs.

The author discusses the problem of the large-scale death of trees in the context of geography instruction. He demonstrates the known causes of this effect and attempts, on the basis of available information, to arouse in pupils a correct attitude towards nature and environmental conservation. Various statistics concerning the degree of damage to forests in the Federal Republic are cited and the fact that in spite of all endeavours to the contrary the process is continuing, is stressed.

didactics of geography - geography instruction - environmental conservation - acid rain - forests - F.R.G. 147713.

229. PYLNEVA, T.G.:
Izuchenie chernoy metallurgii centralno-chernozemnogo ekonomicheskogo raiona (A study of the ferrous metallurgy industry in the central black soil economic region)
Geografiya v shkole, 51, 1984, No. 2, pp. 40-41.

The author discusses the extraction and processing of iron ore in the Kursk magnetic anomaly and combining this extraction with the ferrous metal industry in the region, from the point of view of teaching this subject-matter in the 8th class of basic school. The history of the discovery of this iron ore deposit and the beginnings of mining in this area are very interesting. V.I.Lenin contributed to the exploitation of this area when in 1918 he ordered a geological prospecting study and created a special committee for having it carried out, under the supervision of academician Lazarev. In 1923 iron ore was discovered at a depth of 167 meters. The present situation in the iron ore mines of the area is described and the importance of this industry for the economy of the U.S.S.R.

didactics of geography - geography instruction - ferrous metallurgy - iron ore extraction - U.S.S.R.
147713.

230. RAUCHFUSS, D.:

Industriestandort Berlin - Ost (The industrial region of Berlin - East)
Geographie im Unterricht, 9, 1984, No. 10, pp. 377-389.
Lit. 20, 8 figs., 4 worksheets, 3 tabs.

The author describes the situation in the area east of the capital of the G.D.R. Berlin. This area has changed not only from the point of view of architecture, but also as far as employment of the population is concerned. New industrial plants have been built, changes in the transporation network have occured, new urban agglomerations have been created and the outskirts of the city have been expanded. A map of the present administrative division of the area is provided, which also indicates settlement density and employment.

didactics of geography - geography instruction - regional geography - Berlin - G.D.R. - F. R.G.
147713.

231. ROTHFUCHS, G.:

Die Plagen Japans. Eine Unterrichtseinheit für das 8.-9. Schuljahr der Hauptschule (Japan´s plague. A teaching unit for the 8th and 9th class of basic school)
Geographie im Unterricht, 9, 1984, No. 8, pp.297-308.
Lit. 16, 6 worksheets.

Every year Japan is afflicted by various natural catastrophes, such as earthquakes, typhoons, the eruption of volcanoes and tidal waves called tsunami. The fact that Japan is an island country makes it vulnerable to such catastrophes, but the Japanese love their country and its landscape. The author describes various measures taken by the Japanese to assure the safety of the population when a natural disaster strikes. This thematic unit is planned for 10 teaching lessons.

didactics of geography - geography instruction - Japan - physical geography - catastrophes - F.R.G. 147713.

232. SCHÄFER, H.:
Deutsch-amerikanische Beziehungen im Schulunterricht
(German - American relations in school instruction)
Geographie im Unterricht, 9,1984, No.9. pp. 339-341.

Fruitful relations between the Federal Republic and the U.S.A. are possible only on the basis of both countries getting to know each other. After the terrible defeat which Germany suffered in World War II, the U.S.A. helped Western Germany. The author stresses the importance of learning about the culture of the other country through exhibitions, concerts, visits to museums, theatrical performances, etc. which are forms often overlooked. Geography instruction should also acquaint pupils with mutual German American economic relations.

didactics of geography - geography instruction - culture - socio-economic relations - U.S.A. - F R.G. 147713.

233. SCHILLING, H.:
Das Ernährungsproblem in den Entwicklungsländern - Ursachen und grundlegende Erfordernisse seiner Bewältigung (The problem of sufficient nutrition in the developing countries - the causes and basic requirements of dealing with this problem)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 1, pp. 8-15.

Colonial and neocolonial politices have led to economic and social underdevelopment in the developing countries and this is the main cause of the present complicated nutritional situation in these countries. It can be overcome only by rapidly increasing the production of food, but this requires basic changes in social conditions and a more democratic pattern in international economic relations. Broadly based cooperation in seeking ways to overcome hunger in the countries of Africa, Asia and Latin America represents an effective contribution to overcoming international conflicts and implementing a policy of peaceful coexistence.

didactics of geography - geography instruction - developing countries - geography of crop production - geography of animal husbandry - F.D.R. 147713.

234. SCHMIDTKE, K.-D.:
Formerzeugung durch Wasser im "Meer ohne Wasser"
(The creation of formations by water in a "sea without water")
Geographie im Unterricht, 9, 1984, No. 7, pp.264-271, Lit. 4, 18 figs.

The author explains the creation of various formations found on the surface of the Earth and in deserts where desquamation of rocks occurs. The influence of atmospheric moisture is explained and that of cool precipitation. The author provides an outline for teaching this subject-matter.

didactics of geography - geography instruction - physical geography - deserts - Sahara - F.R.G.
147713.

235. SCHMIDTKE, K.-D.:
Lernort Wetteramt (Teaching at a weather station)
Geographie im Unterricht, 9, 1984, No. 2, pp.49-55. Lit. 8, 14 figs.

Usually teachers consider the teaching of problems voncerning the weather and climate as one of the most difficult sections of the geography curriculum. This subject matter is difficult to demonstrate visually, it is of an abstract nature and a knowledge of physical laws is required, as well as some mathematics. To overcome these difficulties and to provide pupils with motivation, the author suggests an excursion to a meteorological station where some aspects of the weather can be explained more clearly.

didactics of geography - geography instruction - physical geography - climatology - meteorology - excursion - F.R.G. 147713.

236. SPIETH, O.:
Behandlung der Unterrichtseinheit "1.1.1. Aufbau und Zusammensetzung des Erdkörpers" im Geographieunterricht der Abiturstufe (The outline of a thematic unit: "1.1.1. The structure and composition of Earth formations" in geography instruction in the final class of general education secondary school)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 7, pp. 270-272. 2 figs.

In the 11th class one of the topics found in the geography teaching syllabus is the structure of the Earth and its individual layers. In this teaching, use schould be made of subject-matter which pupils learnt in the 9th class concerning cross-section drawings of the Earth's layers. These drawings are very important for creating a system approach in pupils' thinking and for learning basic notions about the Earth's structure.

didactics of geography - geography instruction - physical geography - Earth - structures - G.D.R. 147713.

237. STANKOVA, A.G.:

Izpolzovane na sistema - strukturiya podkhod pri izutsavaneto na razdela "Afrika" (Utilizing a system and structure approach to teaching the topic "Africa")

Obuchenieto po geografiya, 27, 1984, No. 3, pp.12-16.

The author provides an outline for the thematic unit "Africa" for teaching geography in the 5th class of basic school. He first defines the educational and teaching objectives of this topic and analyses a teaching lesson on this subject. He recommends the use of a system and structural approach for explaining basic notions and laws of development. Also various recommendations for assignments for pupils' independent work are given and for the use of various teaching aids.

didactics of geography - geography instruction - thematic unit - Africa - Bulgaria. 147713.

238. STORKENBAUM, W.:

Räumliche Disparitten im Weltmaasstab: Unterentwicklung (Spatial disparities on a world scale: Underdevelopment)

Geographische Rundschau, 36, 1984, No. 3, pp.150-151.

The author discusses the situation of the developing countries and pays special attention to those which due to extensive borrowing were able to concentrate their development towards international markets. At present, when difficulties have appeared on these markets, they are unable to pay their debts. In this way the gap between the developed capitalist countries and the underdeveloped countries is increasing. These economies are entirely dependent upon the fluctuations of the US dollar on international markets. The author analyses present situation and comes to the conclusion that neither half of the world can live without the other half. The article can be used when dealing with the developing countries and their problems in geography instruction.

didactics of geography - geography instruction - socio-economic geography - developing countries - industrial countries - F.R.G. 147713.

239. SZABÓ, S.:
Én így csinálom (This is the way I work)
Földrajztanítás, 27, 1984, No. 6, pp. 174-181.
Lit. 4, 3 figs., 1 tab.

The author describes his own experience in geography teaching in the 8th class and also how he uses various teaching aids and media. He describes his work in the context of the educational and teaching objectives of geography and stresses methods which activate pupils.

didactics of geography - geography instruction - teaching media - 8th class - Hungary. 147713.

240. SZKURTAL, E.:
Uwagi o nauczaniu geografii przemysł w szkole sredniej (Comments on teaching industrial geography in secondary school)
Geografia w szkole, 35, 1984, No.1, pp. 33-37.
5 figs.

Industrial geography is one of the most difficult sections of economic geography; there is too much to memorize, the subject-matter often is not very interesting and sometimes even boring; a change in the method of presentation is required. The author bases his conclusions on a study of 140 pupils from a general education secondary school in Lodź. Pupils should become acquainted with various branches of industry, as well as the infrastructure and research and development network. The author provides extensive comments and various recommendations.

didactics of geography - geography instruction - socio-economic geography - study of pupils - secondary school - Poland. 147713.

241. THEISSEN, U.:
Frühgemüse aus der Bretagne (Early vegetables from Brittany)
Geographie im Unterricht, 9, 1984, No. 2, pp. 41-48. Lit. 10, 3 pic. tabs., 11 figs.

The author describes Brittany, which represents 5% of the area of France and in 1979 had 2.6 million inhabitants. Rennes is the capital of the area. The article describes the economy of the area. The article describes the economy of the area, its inhabitants, its agriculture and its very well known vegetable gardening. Early vegetables are grown by cooperatives; the author describes the cooperative in Pol-de-Léon in detail. This topic is suitable for the 6th class.

didactics of geography - geography instruction - socio-economic geography - vegetable gardening - France - F.R.G. 147713.

242. VISKUPIČOVÁ, J.:
Zeměpis v 6. ročníku základní školy (Geography in the 6th class of basic school;
Přírodní vědy ve škole, 35,1983-1984,No.4,pp.138-150.
The new approach to geography instruction, which the author stresses, increases the scientific qualities of the subject-matter, stresses a system approach and the comprehensive activity of pupils, as well as the use of new types of media and teaching aids. The author also stresses the need to increase the use of logical procedures and induction. She discusses the use of maps in the 6th class, how to use the textbook and supplementary literature. Also the positive aspects of problem teaching and group teaching are discussed.

didactics of geography - geography instruction - 6th class - basic school - modernization - Czechoslovakia. 147713.

243, VOIGT, M.:
Zur politischen und ökonomischen Entwicklung der Arabischen Republik Aegypten seit Mitte der 70er Jahre (On the political and economic development of the Arab Republic of Egypt since the middle of the seventies)
Zeitschrift für den Erdkundeunterricht, 35, 1983, No. 7, pp. 265-271. 8 figs., 3 tabs.

The author discusses the political and economic development of Egypt after 1976, the capitalist, but anti-imperialist policy of "open doors", the social conditions of the country and the success achieved by industry, agriculture and mining. Also economic measures taken by the government at the beginning of the eighties are described, including the improvement in housing which has occured, the prohibition of imports of lusury goods, the training of workers, industrialization and the supervision of investments by the government.

didactics of geography - geography instruction - socio-economic geography - Egypt - industrialization - G.D.R. 147713.

244. WIDMER, U. - DÜRR, H.:
Ansätze zur Erfassung und Interpretation inter- und intraregionaler Disparitäten in ländlichen Gebieten der VR China (Contributions to a description of the interregional and intra-regional disparities in rural areas of the People´s Republic of China)
Geographische Zeitschrift, 72, 1982, No. 2,
pp. 11-112. 4 tabs.

The authors deal with the present situation in rural areas of the People´s Republic of China and especially with the disparities which exist between various parts of the country. On the basis of new trends, modernization should take place in the whole national economy, but according to the opinion of Chinese economists, disparities among various rural areas will be difficult to overcome.

didactics of geography - geography instruction - socio-economic geography - rural areas - China - F.R.G. 147713.

245. WINTER, D.:
Mandi. Konzeption eines Entwicklungshilfeprojektes unter dem Aspekt "Hilfe zur Selbsthilfe" (Mandi. The concept of a project for development aid, from the point of view of "help through self-help").
Geographie im Unterricht, 9, 1984, No. 7, pp.271-277.
Lit. 8, 3 materials

A thematic unit suitable for teaching in the 7th and 8th class which deals with the district of Mandi, found in the northern part of India. Its purpose is to acquaint pupils with the problems of developing countries and their difficulties in implementing development plans. Mandi has realized a successful project based on cooperation between India and Germany in developing agriculture, which has been in progress since 1962. But in a number of developing countries good results are achieved very slowly; aid to underdeveloped countries does not function automatically, even when money and modern machines are available.

didactics of geography - geography instruction - 7th - 8th class of basic school - socio-economic geography - developing countries - India. F.R.G. 147713.

246. WOLST, G.:
Die Industrialisierung Taiwans und ihre Auswirkungen (The industrialization of Taiwan and its impact)
Geographie im Unterricht, 9, 1984, No. 6, pp.235-245.
Lit. 14, 20 figs., 3 pic. tabs., 2 tabs.

A thematic unit for the 8th class which covers 3 teaching lessons. The article demonstrates, on the basis of Taiwan, that a country without natural resources can, neverthless, successfully develop modern industry. Pupils become acquainted with the development model and learn about the history and the present of industrial development in Taiwan, as well as about the positive and negative aspects of this development.

didactics of geography - geography instruction - socio-economic geography - regional geography - Taiwan - F.R.G. 147713.

247. ZAJAC, S.:
Nauczanie w klasie VI o rzekach Europy (Teaching about European rivers in the 6th class)
Geografia w szkole, 37, 1984, No.2, pp. 105-113. 10 figs.

The author provides an outline for the topic "The river network of Europe", where he describes the most important European fluvial watersheds and types of rivers. The Volga is the longest European river, followed by the Danube. The author also describes the Pechora, Dvina, Neva, Loire, Rodan and Rhine rivers and provides various interesting data about them.

didactics of geography - geography instruction - physical geography - rivers - hydrobiology - Europe - Poland. 147713.

248. ZAZWORKA, G.:
Die Bundesrepublik Nigeria (The Federal Republik of Nigeria)
Zeitschrift für den Erdkundeunterricht, 35, 1983, No. 8-9, pp. 309-318, 1 map, 3 figs.

The author provides the outline of a teaching lesson on Nigeria where he discusses its ethnic problems, petroleum extraction and its consequences, as well as the fact that the international prestige of this country is constantly growing. Nigeria has

100 million inhabitants and is divided into 19 federal states. It is developing on the basis of capitalist productive relations and the large--scale participation of foreign capital. It is a giant among African nations.

didactics of geography - geography instruction - regional geography - developing countries - Africa - Nigeria - G.D.R. 147713.

249. ZIOŁO, I.:
Realizacja treści geografiznych w przedmiocie "Środowisko społeczno-przyronicze" (Implementing the essence of geographical approaches in the subject "The social and natural environment") Geografia w szkole, **37**, 1984, No. 3, pp. 165-169.

The author describes the teaching syllabus for a new teaching subject called "The social and natural environment", which is taught in the 1st to 3rd classes of basic school and includes subject-matter concerning the natural sciences, the social sciences and geography. In the 1st class there is one lesson a week devoted to this subject, in the second class two lessons and in the 3rd class, 3 lessons. This is a propaedeutical subject, which is taught in a fragmentary manner. The author also provides a table with a survey of the subject-matter taught in this subject.

didactics of geography - geography instruction - basic school - 1st to 3rd class - Poland. 147713.

13. The outcome of geography instruction

250. BOROS, L.:
Az 1983évi írásbeli felvíteli vzsgák eredményei és tanulságai a Nyíregyházi Bessenyei Gyōrgy Tanárké (NBGT) pmō Fōrskolán (The 1983 annual written examination at the NVGT college)
Fōldrajztanítás, 27, 1984, No. 5, pp. 39-49.
5 figs.

The author cites 13 assignments for a written examination taken by students of geography at the college cited in the title. He also describes the method of marking used and the results achieved, which were very good.

didactics of geography - geography instruction - examinations - higher education - Hungary. 147715.

13.1 Verification of the outcome of geography instruction

251. DOUBRAVA, J.:
K problémům zkoušení (On problems of examinations)
Přírodní vědy ve škole, 35, 1983-1984, No. 8, pp. 312-315. Lit. 9.

The author discusses methods for testing pupils´ learning. This problem is timely in view of modernization projects based on the new model of the Czechoslovak educational and school system. Suitable conditions should be created for the pupil when he is examined, and the quality of both written and oral examinations in geography should be improved.

didactics of geography - geography instruction - testing of learning - pupils - Czechoslovakia. 147715.

252. MORDAWSKI, J.:
Sprawdzania kształtujące i pomiar sprawdzający w dydaktyce geografii. Artykul dyskusyjny
(The testing of knowledge and the measurement of knowledge in the didactics of geography. A contribution to a discussion)
Geografia w szkole, 37, 1984, No. 5, pp.262-271.
10 tests.

Among the factors which influence the effectivness of teaching is the objective assessment and testing of the pupil's work. Systematic testing leads to systematic work on the part of the pupil, better learning and a larger volume of learnt knowledge. The author discusses problems connected with strict and lenient marking, modern and traditional tests, the use of worksheets, the use of maps and independent assignments given to pupils.

didactics of geography - geography instruction - assessment of knowledge - worksheets - didactical tests - Poland. 137713.

13.2 Assessing the outcome of geography instruction

253. BEHUT, L.:
Niektoré skúsenosti z vyučovania zemepisu v 5. ročníku ZŠ (Experience with geography teaching in the 5th class of basic school)
Přírodní vědy ve škole, 35, 1983-1984, No. 1, pp. 37-38.

The author describes and assesses the content of geography instruction from the point of view of the newly instroduced geography teaching syllabus and the use of various geography teaching methods in the 5th class of basic school.

didactics of geography - geography instruction - 5th class - basic school - assessment - Czechoslovakia. 147715.

254. MANDOVÁ, M. - RUSINČOVSKÁ, I.:
Sostavenie i problemi v grupite za svobodnoizberaema podgotovka po geografiya v Sofiya (The situation and problems of a group of pupils who were able to freely chose geography instruction in Sofia)
Obuchenieto to geografiya, 27, 1984, No. 5, pp.12-15.
Lit. 3.

In the school year 1983-1984 in Sofia pupils in schools were able to freely select elective subjects, including geography, which was then taught on the basis of a teaching syllabus provided by the Ministry of Education. The author also provides information on the outcome of this elective teaching and its course in Sofia schools.

didactics of geography - geography instruction - elective courses - choice of subjects - study project - 10th and 11th classes - Bulgaria. 147715.

255. PRZEBORSKA, H.:

Z badań nad eksperymentalnym programem nauczania geografii w klasse VIII (Experience with the use of an experimental teaching syllabus for geography in the 8th class)
Geografia w szkole, 37, 1984, No. 5, pp. 253-256.

The author, who is on the staff of the Institute for School Curricula and Syllabi, reports here on experience with an experimental geography teaching syllabus for use in the 8th class in the school year 1982-1983. Conditions for the realization of the new syllabus, as well as methods used in teaching, organizational forms and the knowledge achieved by pupils are commented on. A study was carried out in 19 schools from 6 different regions. 7 of the schools were urban, 6 were found in medium sized towns and 6 were rural.

didactics of geography - geography instruction - study - 8th class - basic school - outcome of instruction - Poland. 147715.

13.3 School-leaving examinations in geography

256. MÜLLER, E. - OERTEL, H.:
Erste Erfahrungen der Reifeprüfung (First experience with school-leaving examinations in the school year 1982-1983)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 101-103. lit. 3.

A report by educational specialists on the school-leaving examinations in the ciry of Jena in the year 1982-1983 where they discuss their positive and negative aspects. Various problems are analysed and specifically the results achieved in geography are discussed.

didactics of geography - school-leaving examinations - G.D.R. 147715.

257. PANNICKE, C.:
Zur Reifeprüfung im Fach Geographie - erste Erfahrungen, Ergebnisse und Probleme - Teil II. Zur Forbereitung und Gestaltung der Prüfungen, Analyse ihrer Ergebnisse und Schlussfolgerungen
(On school-leaving examinations in geography - first experience, outcome and problems. Part II.

On preparations for examinations, their organization, analysis of outcome and final conclusions)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 79-85.

On the basis of 56 visits to classrooms when school-leaving examinations were in progress, the author discusses preparations and the course of these examinations, analyses problems which he discovered and their influence on pupils' knowledge and skills. He also cites some of the marks achieved and cites various suggestions for improving the situation. The conclusions arrived at by the author will be very interesting for all secondary school teachers.

didactics of geography - geography instruction - school-leaving examinations - G.D.R. 147715.

258. PANNICKE, C.:
Zur Reifeprüfung im Fach Geographie - zur Gestaltung von Prüfungsaufgaben (On school leaving examinations in geography - preparing questions for the examination)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 1, pp. 16-31.

The author provides information on the preparation of questions for school-leaving examinations in geography. These questions have been prepared on the basis of 56 visits to classrooms during examinations in general education secondary schools and also to teacher training schools and on the basis of the experience of outstanding geography teachers.

didactics of geography - geography instruction - school-leaving examinations - G.D.R. 147715.

259. SCHULZ, A.:
Erfahrungen bei Vorbereitung, Durchführung und Auswertung der Reifeprüfung in der Abiturstufe
(Experience with the preparation, carrying out and assessment of school-leaving examinations in the final class of secondary school)
Zeitschrift für den Erdkundeunterricht, 36, 1984, pp. 115-160. Lit. 13.

The author deals with experience gained in preparing and assessing school leaving examinations in general education secondary schools in the school year 1982-1983.

didactics of geography - geography instruction - school leaving examination - G.D.R. 147715.

14. The geography teacher

260. PONUROVA, G.A.:
Problemi stanovleniya molodogo uchitelya i puti ikh resheniya (Problems connected with the education of young teachers and methods for dealing with them)
Geografiya v shkole, 51, 1984, No.21, pp. 69-70.

In November 1983 a conference devoted to young teachers was held at the V.I. Lenin Moscow State Pedagogical Institute and was the third conference on this subject-matter, in which various institutions took part. The focus of attention was a clarification of problems connected with the forming of the personality of young teachers, overcoming barriers in their work and also providing opportunities for their further study. The article describes the most important papers presented to the conference.

didactics of geography - geography instruction - teacher - conference. U.S.S.R. 147705.

14.2. Teacher training in regular, inservice and post-graduate study at pedagogical and natural science faculties

261. BIČÍK, I. - HAVRLANT, M.:
Představba a současný stav učitelského studia geografie (The reform of teacher training in geography and its present situation)
Přírodní vědy ve škole, 35, 1983-1984, No. 10, pp. 386-399. 4 tabs.

The authors cite the experience gained in reforming teacher training in geography which took place in the period 1976-1977. They cite the scope and structure of the existing new curriculum and its differences in comparison to the curriculum offered at the Natural Science Faculty of the Charles University in Prague and the Pedagogical Faculty in Ostrava, which also train teachers of geography.

didactics of geography - geography instruction - geography teacher - teacher training - pedagogical faculty - natural science faculty - Charles University - Czechoslovakia. 147705.

262. BOKLANOV, P.J. - BURINSHTEYN, E.S.:
Rassmotrenie nekotorikh voprosov ekonomicheskoy geografii SSSR na letnikh uchitelskikh kursakh
(An analysis of some problems of economic geography of the U.S.S.R. taught in summer courses for teachers)
Geografiya v shkole, 51, 1984, No. 2, pp. 35-37.
1 fig.

The authors describe their experience of many years with the teaching and holding of seminars on the economic geography of the U.S.S.R. for teachers during the summer months, which have been held in the Primorsk region for teachers from the whole region. They deal in detail with various methods and approaches used, how tthe subject-matter should be presented, the methodological aspects of teaching about the geography of Soviet agriculture, etc.

didactics of geography - geography instruction - geography teacher - further education - U.S.S.R.
147705.

263. HALKE, H.:
Probleme der Wissenschaftentwicklung aus der Sicht der Geographielehrerausbildung (Problems of the development of science from the point of view of the education of geography teachers)
Geographie Berichte, 108, 1983, No. 3, pp.165-169.

In connection with changes in the five-year curriculum for geography teacher training in higher education, the author discusses the problems which follow from increased demands made upon students. Acquiting knowledge in higher education is made more difficult because the development of geography as a science and the requirements of instruction are not always identical. The authors demonstrate this on the basis of the example of regional geography and general geography. The authors also advocate more international division of labour for carrying out regional geographical studies and also some specific measures in teacher training of geography teachers.

didactics of geography - geography instruction - higher education - teacher training - U.S.S.R.
147705.

264. KONRÁDOVÁ, V.:
Preškolenie učitelov stredných škol v Západoslovenskom kraji (The re-qualification of secondary school teachers in the West Slovakian region)
Přírodní vědy ve škole, 35, 1983-1984, No. 6, p. 240

The re-qualification of geography teachers for teaching according to the new model of education and teaching was completed in 1982. In April 1983 a seminar was held in Žilina, which was organized by the Central Institute for the Education of Teachers in Bratislava and by the regional Pedagogical Institute, also in Bratislava. A total of 202 teachers from all types of secondary schools participated in these re-qualification courses. The author describes the curriculum of the seminars.

didactics of geography - geography instruction - further education of teachers - secondary schools - West Slovakia - Czechoslovakia. 147705.

265. KVIČINSKÁ, J.:
Příprava pedagogických pracovníků středních škol na nové pojetí výchovně vzdělávací práce v zeměpise (Training educational personnel in secondary schools for the new approach to educational and teaching work in geography)
Přírodní vědy ve škole, 35, 1983-1984, No. 1, p. 39.

In the school year 1982-1983 general preparations were made in all types of secondary schools for training educational personnel for the new approach to educational and teaching work. In the school year 1983-1984 training in specialized subjects and·in didactics was undertaken. In geography, the teaching syllabis used in secondary schools underwent fairly extensive changes. The author describes these preparations which took place in three stages in detail.

didactics of geography - geography instruction - secondary school - modernization of instruction - re-qualification of teachers - Czechallvakia. 147705.

266. VISKUPIČOVÁ, J.:

Príprava lektorov a učitelov základných škol podla nových učebných osnov (The training of district lecturers and teachers in basic schools according to new teaching syllabi)
Přírodní vědy ve škole, 35, 1983-1984, No. 1, pp. 39-40.

Changes which have occured in geography instruction require extensive preparations by teachers. The Regional Pedagogical Institute and the Central Institute for the Education of Teachers, both in Bratislava, trained district lecturers and these lecturers then trained teachers of basic schools in district seminars. The author describes these activities in the period 1979-1982.

didactics of geography - geography instruction - modernization of instruction - further education of teachers - Czechoslovakia. 147705.

14.2.1 Practical training for teacher training students, visits to classrooms

267. BARTH, L. - PIEPER, K.:

Gäste im Geographieunterricht (Guests during geography instruction)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 12, pp. 443-446.

The authors describe visits to classrooms by students from Mosambique who are training to be teachers in the G.D.R. They participated in classwork in the 8th class of a basic school in Dresden, when the geography class was devoted to the Mosambique People's Republic and its political history, especially the struggle for liberation and the road to socialism. Also the natural conditions and economic geography of the country were the subject of the lesson.

didactics of geography - geography instruction - practical training of teacher training students - Mosambique - G.D.R. 147705.

14.3 Doctoral work in the didactics of geography

268. SCHWARZ, C.:
Zur Praxisorientierung des Diplom-Studienganges
(Orientating practical training towards the writing of diploma theses)
Geographische Rundschau, 36, 1984, No. 1, pp. 36-37, 1 tab.

The writing of a diploma thesis represents the final stage of the geography curriculum; this method of completing the course of study has been in use since the seventies. However, experience indicates that the subject-matter of the thesis should concentrate to a greater extent on practical problems, so that graduates have broader possibilities for finding jobs.

didactics of geography - geography instruction - higher education - doctoral work - F.R.G. 147791.

14.6 Pedagogical readings

268. Einige Ergebnisse der Arbeitsgruppe Geographie zu den 21. Zentralen Tagen der Pädagogischen Lesungen in Ludwigsfelde (Some of results achieved in the work group on geography at the 21st central pedagogical readings held in Ludwigsfelde) Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 1, pp. 399-405.

A survey of the 21st central pedagogical readings and specifically of the work done in the geography section. The author cites the names of papers presented and describes the discussion which followed them.

didactics of geography - geography instruction - pedagogical readings - G.D.R. 147705.

14.7 Geographical meetings, conferences, specialized, commissions, scientific institutes and scientific societies

269. ANTE, U.:

Anmerkungen zu einer schwierigen Disziplin anlässlich der "Political geography conference" 1983 in Oxford (Comments on a difficult discipline as it was perceived at a political geography conference at Oxford in 1983)
Geographische Zeitschrift, 72, 1984, No. 4, pp. 245-251.

A report on a conference on political geography which was held in July 1983 in Oxford, in which 50 geographers participated. The iniciator of the conference was John W. House from the Geography School of Oxford University, who died in 1984. This conference was his last encounter with his collegues from abroad. The course of the conference and the most interesting papers are described.

didactics of geography - geography instruction - higher education - Great Britain - F.R.G. - F.R.D.
147723.

270. CZEKAŃSKA, M.:

Geografia na uniwersytecie poznanskim w dwudziestikeciu 1919-1939 (Geography at the Poznan University in the period 1919-1939)
Czasopismo geograficzne, 55, 1984, No. 1, pp. 3-33. Lit. 6, 4 figs.

The article describes the history of the Geographical Institute at the University of Poznan, from May 7th, 1919 until the beginning of World War II and also the work of its teachers during this period. During this time more than 200 geography teachers were trained there, as well as 15 doctors and 3 professors.

didactics of geography - geography instruction - University Poznan - history - Poland. 147713.

271. HOLEČEK, M.:
Sjezd Československých geografů (A congress of Czechoslovak geographers)
Lidé a země, 33, 1984, No. 10, p. 473.

On July 26th, 1984 the 16th Congress of Czechoslovak Geographers was held at Čelakovice. The main topic was the contribution of geographical sciences to socialist construction in Czechoslovakia. 280 geographers participated.

didactics of geography - geography - congress - Czechoslovakia. 147713.

272. KAŠPAR, V.:
Symposium universitních učitelů geografie zemí RVHP (A symposium of geography teachers from institutions of higher learning from the countries which are members of the Council for Mutual Economic Assistance)
Lidí a země, 33, 1984, No. 1, p. 40.

From November 1st to 4th 1984 a meeting was held in Liblice at the House of Scientific Workers of the Czechoslovak Academy of Sciences in which university geography teachers from the CMEA member countries participated 30 educators from abroad participated and 20 teachers from Czechoslovakia. The article provides information on the course of the symposium.

didactics of geography - geography - conference - higher education - CMEA member counties - Czechoslovakia. 147713.

273. KONRÁDOVÁ, V.:
Celoslovenský seminář k přestavbě zeměpisu
(An all-Slovak seminar on the re-structuring of the geography curriculum)
Přírodní vědy ve škole, 35, 1983-1984, No. 1, p.40.

The Central Institute for the Further Education of Teachers in Bratislava organized from April 11th to 13th 1983 in Žilina a symposium for lecturers, methodology specialists from Regional Pedagogical Institutes and for teachers at Pedagogical Faculties, as well as geography teachers from experimental general education secondary schools. The author provides detailed information about the course of the symposium.

didactics of geography - geography instruction - symposium - modernization of instruction - Slovakia - Czechoslovakia. 147713.

274. KONRÁDOVÁ, V.:
II. dni profesora Tichého (The IInd seminar devoted to prof. Tichý)
Přírodní vědy ve škole, 35, 1983-1984, No. 3, p.120.

The school committee of the Slovak Geographical Society, together with the Regional Pedagogical Institute in Bratislava and the history and geography department at the Pedagogical Faculty at Nitra organized on November 11th and 12th 1983 a second seminar devoted to the memory of prof. Tichý. The seminar for geography teachers was devoted to the didactics of geography and to practical experience with geography teaching at basic and secondary schools, as well as vocational schools. The author provides information about the course of the seminar.

Didactics of geography - geography instruction - conference - Slovak Geographical Society - Pedagogical Faculty - Regional Pedagogical Institute - Czechoslovakia. 147713.

275. LIMAREV, V.I.:
Vsesoyuznaya konferentsiya po geografii okeana
(An All-Union conference on the subject of the geography of the oceans)
Geografiya v shkole, 51, 1984, No. 2, pp. 70-71.

The first scientific conference about the geography of the oceans in the U.S.S.R. was held in September 1983 at Svetlogorski, a seaside resort in the Kalininingrad region of the Russian Federation. The conference was organized by the Geographical Society of the U.S.S.R. and the Kaliningrad section of the Society. The author provides information about the course of the conference.

didactics of geography - geography - conference - the oceans - U.S.S.R. 147713.

276. MARCINEK, H. - KINZEL-MÜNCHOW, H.:
Bericht über das Symposium zum Thema "Besonderheiten der methodischen Gestaltung des Geographieunterrichts in den Klassen 9 bis 11. (Report on a symposium concerning the subject "Specific methodological aspects of geography instruction in the 9th to 11th classes")
Zeitschrift für den Erdkundeunterricht, 36, 1984, pp. 229-232.

The authors provide information on the papers presented at a symposium on the methodology of geography instruction. Attention was focused on mandatory and elective courses in geography and the educational and teaching objectives of geography.

didactics of geography - geography instruction - scientific conference - 9th class - 10th class - G.D.R. 147713.

277. PASHKANT, K.V. - PIVOVAROVA, N.P.:
Vsesoyuznoe soveshchanie - seminar zaveduyushchikh kafedrami geografii pedagogicheskikh institutov (An All-Union meeting - seminar of chiefs of geography departments at pedagogical institutes) Geografiya v szkole, 51, 1984, No. 2, pp. 66-68.

The meeting of chiefs of geography departments from all institutions of higher learning which train teachers in the U.S.S.R. was held in November 1983 in Yerevan. The author provides information about the number of geography students in the whole U.S.S.R. (38 000) and describes the course of the seminar.

didactics of geography - geography instruction - conference - higher education - U.S.S.R. 147713.

278. ROSZKO, L.:
Zaklad geografii fizycnej uniwersitetu Stefana Batorego w Wilinie (The Physical Geography Institute at Stefan Batory University in Vilnius) Czasopismi geograficzne, 55, 1984, No. 1, pp. 35-59. Lit. 22, 7 figs.

The first draft of a history of this important geographical studies centre in the period between the wars. The Institute was founded in 1926 and closed in 1939.

didactics of geography - geography instruction - higher education - history - Vilnius - U.S.S.R. - Poland. 147713.

279. SAMKOVÁ, S.:

VIII. zasedání vědeckého semináře universitních geografů zemí RVHP (The 8th meeting of a scientific seminar of geographers from universities in the member countries of the Council of Mutual Economic Assistance)
Přírodní vědy ve škole, 35, 1983-1984, No. 7, p. 279.

Information about this meeting, which was held from November 1st to 4th, 1983 in the House of scientific Workers of the Czechoslovak Academy of Sciences in Liblice near Prague.

didactics of geograhpy - higher educationm - CMEA member countries - seminar - Czechoslovakia.
147713.

280. SKOKAN, L.:

Paříž - Alpy (From Paris to the Alps)
Lidé a země, 33, 1984, No. 12, p. 558.

The author provides information on the 25th International Geography Congress which was held from August 23 to 31, 1984 at the Maison Internationale in Paris, within the framework of UNESCO. The school section held discussions on audio-visual media in geography instruction. 32 papers on various topics were presented.

didactics of geography - geography instruction - scientific conference - Paris - Czechoslovakia.
147713.

281. SKOKAN, L.:

Významné geografické výročí (An important geographical anniversary)

Lidé a země, 33, 1984, No. 5, p. 226.

50 years ago the Moscow newspaper Pravda published a resolution of the Council of Ministers of the U.S.S.R. and the Central Committee of the Party (on May 16th, 1934) about geography teaching in basic and secondary schools. New curricula and teaching syllabi were created on the basis of this resolution and the quality of instruction improved. The history of teaching geography in the U.S.S.R. during the last half century is described.

didactics of geography - geography instruction - history - U.S.S.R. 147713.

282. Verband Deutscher Schulgeographen e.V. Der 19. Deutsche Schulgeographentag in Trier

(The Association of German School Geographers: The 19th meeting of German school geographers in Trier).

Geographische Rundschau, 36, 1984, No. 11, pp.587-588.

Over 1000 geography teachers participated in the 19th meeting of the Association of German Geographers in Trier, which was held from June 11th to 16th, 1984. The report brings brief summaries of the main papers presented at the symposium.

didactics of geography - geography instruction - conference - F.R.G. 147713.

14.7.1 Geographical expeditions

283. BERUCHASHVILI, N.L. - RYAZANOV, P.N.:
Opit provedeniya mezhuniversitetskikh studentcheskikh nauchnikh ekspeditsiy po izucheniyu zimnikh sostoyaniy landshaftov (Experience with inter-university student science expeditions to study winter conditions in the landscape)
Vestnik Moskovskogo universiteta, Seriya 5 - Geografiya, 40, 1984, No. 4, pp. 78-82.
Lit. 6, 1 tab.

The authors discuss the theory of natural and territorial complexes, which require year-long studies. In this paper they describe winter in the landscape, which has not been studied scientifically. Various institutions collaborated on this physical geography project, including the Siberian Geography Institute, the Far Eastern Geographical Institute, the Tbilisi State University and Moscow State University, as well as others.

geography - field work in the landscape - U.S.S.R. 147723.

284. KELE, F.:

Expedícia Patagonia 82-83 v Južnej Amerike
(The Patagonia Expedition 1982-1983 in South America)
Přírodní vědy ve škole, 35, 1983-1984, No. 2,
pp. 78-79.

The Slovak Geographical Society of the Slovak Academy of Sciences and its section for the study of high mountain ranges, organized in the last months of 1982 and the beginning of 1983 an expedition to Patagonia, to the Patagonian Alps. The expedition collected geological and botanical samples, published its findings and successfully climbed the western wall of Mount Fitz_Roy. The expedition is described in detail.

geography - geographical society - field work - South America - Czechoslovakia. 147723.

285. KELE, F.:

Prínos expedícií prírodovědeckého charakteru pre rozvoj školskej geografie (The contribution made by natural science expeditions for the development of school geography)
Přírodní vědy ve škole, 35, 1983-1984, No. 9,
pp. 355-356.

Filed work in the course of expeditions is the basic form of work in geography research. Specific scientific problems are solved during the course of expeditions; original material is collected and photographs are made and also the expedition has a positive educational influence upon its members who also have the oportunity to make contacts with specialists in various fields. Teacher training students learn a great deal when participating in such expeditions; when they become geography teachers they will have their own experience to pass on to pupils.

geography - geography instruction - field work - Czechoslovakia. 147723.

286. MALEC, L.:
Čtyři pozoruhodne expedice roku 1983 (Four interesting expeditions during 1983)
Lidé a země, 33, 1984, No. 7, p. 327.

In 1983 four important and interesting expeditions were organized: the Alma-Ata Institute of Physical Training and the Physiological Institute of the Turkmenian Academy of Sciences in the USSR undertook an expedition to the pole of heat, in the Karakumy desert region; 6 Soviet sportsmen hiked from Uelen ond Chukotka to Murmansk, i.e. 10 000 kilometers accross the Soviet arctic region in 243 days; 6 Italian mountain climbers on skis crossed northern Greenland - 1400 kilometers - in 8o days and 2 Frenchmen in a baloon with hot air crossed the British Channel.

geography - field work - expeditions - Czechoslovakia. 147723.

287. SUZYUMOV, E.M.:
Ledovoy podvig. K 50-tiletiyu Chelyuskinskoy epopey
(Heroism on ice. At the occasion of the 50th anniversary of the Chelyuskin epic)
Geografiya v shkole, 51, 1984, No. 2, pp. 15-19.

In April the Soviet Union will celebrate the 50th anniversary of the opening of the Arctic by the Soviet people. In 1932 the ice-breaker Sibiryakov for the first time sailed the whole length of the Soviet Arctic ocean. On July 16th, 1933 the ice-breaker Chelyuskin set sail from Leningrad and arrived in the Pacific ocean. The trip, which chnaged the history of the Soviet Arctic areas is described in detail.

geography - field work - expedition - Arctic ocean - U.S.S.R. 147723.

288. VOIGT, K.:
Planung und Koordinierung der wissenschaftlichen Merresforschung durch internationale Organization
(The planning and coordination of scientific research of the seas by an international organization)
Geographische Berichte, 29, 1984, No. 4, pp. 229-240.

The article provides information about the research of the seas which is the outcome of a decade of international cooperation. Already in 1882 international cooperation in this area was begun and in 1902 an international council for marine research was founded. This cooperation was interrupted by two world wars, but after the founding of the United Nations, its UNESCO organization continued in the research and opened a new stage in this international cooperation. Since 1961, 110 nations are members of the Oceanographic Commission of UNESCO. The article also cites a bibliography of literature about the seas.

geography - field work - expeditions - seas - international cooperation in science - UNESCO - G.D.R. 147723.

14.9 Outstanding geography teachers, anniversaries, awards, deaths.

289. BALÍK, S.:
Jan Palacký - první profesor zeměpisu na České universitě (Jan Palacký - the first professor of geography at the Czech university)

75 years have passed since the death of JUDr. Jan Palacký, the son of the famous Czech historian, František Ladislav Palacký. He was born in 1830 in Prague. The author describes his life, work and activities at the university, his approach to geography and his geomorphological studies. He contributed to the development of Czech geography and was for many years an outstanding professor.

geography - geography instruction - university - Jan Palacký - Czechoslovakia. 147721.

290. BATIROV, A.:
Izvestniy uchoniy - deputat verkhovnogo soveta SSSR (A famous scientist and member of the Supreme Soviet of the U.S.S.R.)
Geografiya v shkole, 51, 1984, No. 6, pp.14-16)

The author describes the life and work of Agadzhan Geldiyevich Babaev from Turestan, the chief of the Department of Geography at the Turkmenian State University, who is also the organizer and chief of the Institute for the Study of the Desert. He is also the president of the Turkmenian Academy of Sciences and a deputy of the Supreme Soviet of the U.S.S.R.

didactics of geography - geography - geographer - Turkmenian SSR - U.S.S.R. 147721.

291. BREUER, H. - SCHOOP, W.:
Felix Monheim, 21.1.1916 - 27.1.1983
Geographische Zeitschrift, 72, 1984, No. 3, pp.135-138.
1 photo.

On January 27th, 1983 the most outstanding German scholar of Peru and Bolivia, F. Monheim, died. He carried on extensive developmental studies of the central Andes area and was a specialist in cultural geography and the social geography of the area, especialy the life and problems of the Indians, as well as historical development of these countries. He wrote a number of papers on agrarian reform and Indian colonization and was a consultant for the United Nations for Bolivia. He was a scientist and university professor in the Federal Republic.

didactics of geography - geographer - Peru - Bolivia. F.R.G. 147721.

292. HERBER, J.:
Dni Profesora Tichého (A symposium in honour of prof. Tichý)
Přírodní vědy ve škole, 35, 1983-1984, No. 7, pp.279-280.

The School Committee of the Slovak Geographical Society and the Pedagogical Faculty in Nitra organized on November 11th and 12th, 1983 at Budmerice a symposium in honour of prof. Tichý. The subject-matter was problems of the present stage and reconstruction of geographical education in schools.
didactics of geography - conference - Slovak Geographical Society - Czechoslovakia. 147705.

293. KHAYRULLIN, Z.K. - ZAKHAROV, M.G.:
Organizatsiya truda uchitelya (The organization of a teacher's work)
Geografiya v shkole, 51, 1984, No. 5, pp. 46-47.

The authors describe how they organize their work in teaching geography in secondary school, so as to achieve the best results in the learning and skills of pupils.

didactics of geography - geography instruction - teacher - U.S.S.R. 147705.

294. KNÜBEL, H.:
Erich Otremba. Erinnerung und Würdigung
(In memory of Erich Otremba and his contribution)
Geographische Rundschau, 36, 1984, No. 7, p. 381.
1 photo.

On April 11th, 1984 prof. Erich Otremba died in Ahrensburg. Otremba was an outstanding German geographer. He died at the age of 73 years. His life and work are described in detail.

didactics of geography - geography - teacher - F.R.G. 147705.

295. KOSZARSKI, W.:
Merkator (Gerhard Kremer) - twórca nowozytnej kartografii (ur. 5. III. 1551 - zm. 1595)
(Merkator (Gerhard Kremer) 1551-1595 - the creator of modern cartography)
Geographia w szkole, 37, 1984, No. 3, p. 172.

Merkator was born in Flanders (modern Belgium). He studied at Liege and later was a professor of cartography at Duisburg over the Rhine, where he remained until the end of his life. He is the father of modern cartography. The article describes his life and work.

didactics of geography - history of geography - cartography - Merkator - Poland. 147705.

296. KOVES, J.:

Drozdy Gyula hátasa az általános iskola földrajztanításának nódszerére (The work of Gyula Drozdy as a geography methodology specialist in general education schools)

Földrajztanítás, 27, 1984, No. 2, pp. 53-61.

Lit. 12.

The author describes the work of Gyula Drozdy, an outstanding specialist in the didactics of geography and describes his method of work in the school system.

didactics of geography - geography instruction - history - outstanding didactician - Hungary. 147705.

297. KRAVCHUK, A.N.:

D.I. Mendeleyev kak ekonomiko-geograf (D.I. Mendeleyev as an economic geographer)

Geografiya v shkole, 51, 1984, No. 6, pp. 17-18.

In 1984, 150 years passed since the birth of D.I. Mendeleyev, the outstanding chemist and Russian scientist known throughout the world. What is not widely known is that he was also active as physicist and meteorologist, as well as in geology and economics, in agriculture and in forestry. The article describes in detail Mendeleyev's contribution to economic geography.

geography - history of geography - economic geography - Mendeleyev - U.S.S.R. 147705.

298. LYSENKO, V.:
Neznámé dopisy dr. Vojtěcha z Antarktidy
(Hitherto unknown letters by Dr. Vojtěch from Antarctica)
Lidé a země, 33, 1984, No. 2, pp. 86-88. 3 photos.

Dr. Václav Vojtěch, who came from the village of Skřivany, sent three letters and 9 photographs from an expedition to Antarctica in the period 1929-1930 to a bookseller in Nový Bydžov named F. Kostelecký. The author describes the situation and the content of the letters.

geography - history of geography - Antarctica - Czechoslovakia. 147705.

299. MÉRÉ, J.:
Kőrösi Csoma Sándor (1784-1842)
Földrajztanítás, 27, 1984, No. 2, pp. 50-52.

The article describes the life and work of the Hungarian explorer who travelled in the central Asia. He died on a trip to Lhasa at the age of 58 years.

geography - history of geography - Hungary. 147705.

300. PRIKRYL, L.V.
Matej Bel ako geograf (Matej Bel as a geographer)
Geografický časopis, 36, 1984, No. 1, pp. 3-18.
Lit. 43, 2 figs.

In 1984, 300 years passed since the birth of M. Bel (1684-1749), an outstanding Slovakian geographer, historian, philosopher and educator. His most important geographical works are Notiti - Hungariae historico geographica, of which only 4 volumes were published. He was the founder of modern local historical geography in this part of the world, specifically in Slovakia and also the founder of modern civics.

didactics of geography - geography - history - Slovakia - Matej Bel - Czechoslovakia. 147705.

301. PRIKRYL, L.V.:
Matej Bel ako geograf (Matej Bel as a geographer)
Lidé a země, 33, 1984, No. 3, pp. 105-107.
4 photos.

The author describes the life and work of M. Bel, an outstanding geographer and historian, who also made an impact on related fields of knowledge. He was the member of many European societies, and wrote a number of books.

didactics of geography - geography - history - Slovakia. - Matej Bel - Czechoslovakia. 147705.

302. PRIKRYL, L.V.:
Spolupracovníci Mateja Bela v oblasti geografie
(Matej Bel's collaborators in the field of geography)
Geografický časopis SAV, 36, 1984, No. 1, pp. 60-69.
Lit. 32. 1 fig.

Matej Bel was also an outstanding organizer. His extensive work was done in collaboration with a large number of people, often his former students, as well as friends and Hungarian collegues. He edited their texts and added maps and illustrations to them. Among these collaborators were Juraj Bohuš, Georg Buchholtz Jr., Samuel Mikovíni, Georg Buchholtz Sr. and Ján Tomka-Saský.

didactics of geography - geography - history of geography - Slovakia. 147705.

303. SEMYONOV TYAN-SHANSKIY, V.P.:
O Petre Petrovichi Semyonove Tyan-Shanskim
(About Petr Petrovich Semyonov Tyan-Shanskiy)
Isvestiyi vsesoyuznogo geograficheskogo obshchestva, 116, 1984, No. 5, pp. 428-431. Lit. 6.

The article describes the life and work of P.P. Semyonov Tyan-Shanskiy who was an outstanding statistician and geographer who died 25 years ago.

didactics of geography - history of geography - U.S S.R. 147705.

304. SCHAMP, E.W.:
Erich Otremba, zu seinem Tod (The death of Erich Otremba)
Geographische Zeitschrift, 72, 1984, No. 3, pp.131-134.

Prof. Otremba died in April 1984. He was an outstanding economic geographer. The article describes his life and work.

didactics of geography - geographers - F.R.G. 147705.

305. SKLENÁŘ, K.:

Archeolog Emil Holub (Emil Holub as an archeologist)
Lidé a země, 33, 1984, No. 8, pp. 370-373.
1 map, 3 figs.

In 1947 we celebrated the 100th anniversary of the birth of the famous Czech explorer, geographer and ethnographer Emil Holub. This article deals with his archeological work which was also outstanding. His archeological work was concetrated in South Africa, in 1884.

didactics of geography - history of geography - archeology - explorers - 147705.

306. SOMOGYI, S.:

Bél Mátyás fōldrajzi munkássága és mai étékelése
(Matyas Bel - a diligent geographer - a modern assessment)
Fōldrajztanítás, 27, 1984, No. 5, pp. 137-145.
Lit. 14.

This year 300 years ago Matyas Bel, an outstanding geographer was born. The article describes his life and work.

didactics of geography - history - geographers - Slovakia - Hungary. 147705.

307. SYNEK, S.:

John Hanning Speke (4.5.1827-15.9.1864)
Lidé a země, 33, 1984, No. 12, pp. 552-553. 1 map.

This British explorer was one of the most important explorers of Africa. He worked with R.F.

Burton. On his first trip from Zanzibar to Lake Tanganika he discovered Lake Victoria. In 1860, together with Grant, he made his way from Lake Victoria to the Nile river and thus helped to explain the mystery of the Nile. He wrote two important books: Journal of the Discovery of the Source of the Nile and A Walk Across Africa.

didactics of geography - geographers - history of geography - Britain - Africa - Czechoslovakia. 147705.

308. ŠMÍD, K.:
Cesty majora Vozába (The travels of major Vozáb)
Lidé a země, 33, 1984, No. 7, pp. 314-315.
1 photo.

Major Jan Vozáb was a Czech, who from 17 years of age was in the Austrain-Hungarian navy. As an officer he participated in a trip around the world on the teaching sailing ship Fosana. He visited Egypt, Japan, Korea, China, Siberia, Australia, the Solomon Islands and Ceylon. He was born in 1861 and died in 1917. The objects he collected during his travels can be seen in the municipal museum in the town of Přelouč.

didactics of geography - geographers - history of geography - Czechoslovakia. 147705.

309. MIKHOMIROV, G.S.:
Na sluzhbe rodine i geografii (In the service of the motherland and geography)
Geografiya v shkole, 51, 1984, No. 5, pp. 71-74.

Ivan Dimitrevich Papanin is the chief of the Department of Sea Expeditions of the Academy of Sciences of the U.S.S.R. and the iniciator and organizer of scientific research done by the Soviet fleet on the oceans and seas of the world. He has been active in scientific work for 40 years and has received many awards and honours for his work during the war and in times of peace.

geography - geographers - study of the sea - U.S.S.R. 147705.

310. *Uroczystość obnowienia doktoratu filozofii w zakresie geografii prof. Dr. Marii Czekańskiej* (The festive renewal of Dr. Marie Czekańska´s Doctor of Philosophy degree in geography.
Geografia w szkole, 37, 1984, No. 4, pp. 217-218.

Prof. Czekaňska is an outstanding university professor at the University of Poznan. When recently she celebrated the 50th anniversary of recieving a degree in geography, a festive repetition of receiving the degree was organized, in which 300 persons participated. A survey of her work is provided.

didactics of geography - geographers - Poland. 147705.

311. ŽUDEL, J.:

Význam Belovho diela "Notitia Hungariae novae Historico geographica" pre výskum osídlenia Slovenska (The significance of Bel´s work "Notitia Hungariae novae Historico geographica" for the study of settlements in Slovakia)
Geografický časopis SAV, 36, 1984, No. 1, pp.19-33. 1 tab.

Bel´s book cited in the title provides an almost complete survey of settlements (towns and larger villages) in Slovakia after the liberation of southern Slovakia from the Turks and after the end of the Estates uprising in Bohemia. This is a valuable source for determining population density and settlements in the 17th century.

didactics of geography - historical geography - geographers - settlements - Slovakia - Czechoslovakia. 147705.

15. Articles containing information on scientific geography which can be used in instruction and for pupil and student assignments

15.1 Mathematical geography

312. KUDRYAVTSEV, V.B. - TVERDOKHLEBOV, I.T.:
Matematicheskie modeli razvitiya rekreatsionnoy sistemi (Mathematical models for developing recreational systems)
Izvestiyi vsesoyuznogo geograficheskogo obshchestva, 116, 1984, No. 5, pp. 445-449. Lit. 3, 1 fig.

In developing recreational or any other specific economic activity within the framework of a compact territory, specific socio-economic and natural characteristics can be defined and on their basis a territorial recreational complex formed which can then be modelled mathematically to simulate changes in various variables.

geography - socio-economic geography - recreation - mathematical modelling - U.S.S.R. 147757.

313. MARKGRAF, O.:

Entwicklung, Stand und Aufgaben der Anwendung mathematischer Methoden in der geographischen Forschung der DDR (The development, existing situation and tasks in using mathematical methods in geographical research in the G.D.R.)
Geographische Berichte, 29, 1984, No. 1, pp.41-55.
11 figs.

Mathematical methods in geography are used with increasing frequency on an international scale. The geographical and geological institute of the Academy of Science of the G.D.R. have therefore created a special group for mathematical research. The author describes practical applications of selected mathematical methods in geography on the basis of specific examples. He also describes the creation of a digital geographical data bank and a uniform program for data processing.

geography - research - mathematical geography - G.D.R. 147761.

15.2 Physical geography

314. BENETIN, G. - SVOBODA, A.:
Úprava vodních pomerov Východoslovenskej nížiny
(The adjustment of the water regimen in the
Eastern Slovakia lowlands)
Životní prostředí 84, 18, 1984, No. 2, pp. 67-72.
Lit. 5, 7 photos.

Water economy measures and land reclamation in Eastern Slovakia have been carried out for the last 20 years. Their purpose is to control the loss of water in the hydrological network, to regulate the water regimen in the soil and provide inhabitants with a sufficient amount of drinking water. The article describes the positive, as well as negative aspects of these developments.

geography - physical geography - hydrography - Eastern Slovakian lowlands - Czechoslovakia.
147755.

315. BORCHARD, D.:
Zur Quantifizierung des Abflussverhaltens von Kleineinzugsgebieten (A quantification of water drainage in small catchment areas)
Geographische Berichte, 28, 1983, No. 2, pp. 93-101.
4 figs., 2 tabs.

Within the framework of the International Hydrological Decade (1965-1975), two small hydrological catchment areas in the Harz area of the G.D.R. were studied in detail. The author provides a physical

Geography characteristic of the area in which specifically drainage was studies. The relationship between the volume of water and fluctuations in drainage are explained.

geography - physical geography - hydrology - G.D.R. 147755.

316. CZERWIŃSKI, J.:
Chińskie badania glaciologiczne na wyzynie cinghajsko-tybetańskiej (Chinese glaciological research on the Chinese and Tibetian highlands) Czasopismo geograficzne, 55, 1984, No. 4, pp. 531-534. 1 map.

Mountain glaciers in China have a total area of 56.5 thousand square kilometers and the Chinese-Tibetian mountains are among the most glacial areas on Earth. Since 1958 the Chinese Academy of Sciences had been studying the ice, snow and water supply of northwestern China. In 1960 the program was extended also to the study of permafrost and a special Institute of Glaciology and Kryology was established. The article describes in detail the work carried out in the Chinese-Tibetian mountains.

geography - glyciology - China. 147755.

317. ČAPEK, R. - LACKOVÁ, D.:
Reliéf Československa I. Geografický popis na základě geomorfologických členění z roku 1979
(The relief of Czechoslovakia I. A geographical description on the basis of geo-morphological classifications carried out in 1979)
Přírodní vědy ve škole, 35, 1983-1984, No. 1, pp. 32-35.
1 tab., 2 maps.

For classification a relief is defined as a territorial unit on the basis of its natural characteristics so that each unit on its whole territory has an identical characteristic, which differs from that of its neighboring units. The authors firdt describe the history of this classification. It was approved by Geographical Institute of the Czechoslovak Academy of Sciences in Brno in 1972 and the Slovak Geographical Institute of the Slovak Academy of Sciences in Bratislava in 1978. Because there certain differences between both classifications, in 1979 both were unified. First the authors describe the Bohemian highlands, which are divided into the following: A) the Krušné hory subprovince, including a) the Krušné hory mountain range, b) the region of the Krušné hory foothills and c) the Karlovy Vary uplands;
B) the sub-Berounsko province, including a) Plzeň hills and b) the Brdy hills region.

geography - geology - physical geography - landscape type - Czechoslovakia. 147855.

318. ČAPEK, R. - LACKOVÁ, D.:
Relief Československa II (The relief of Czechoslovakia)
Přírodní vědy ve škole, 35, 1983-1984, No. 2,
pp. 75-77.

The continuation of an article from issue No. 1, which deals with C) Šumava mountains sub-province including a) the Český les region and the b) Šumava hills, as well as D) the Bohemian-Moravian sub-province which includes the a) South Bohemian basin, b) Central Bohemian plateau c) Bohemian-Moravian uplands and d) the Brno uplands.
E) The Bohemian table includes a) the North Bohemian table, b) the Central Bohemian table and c) the East Bohemian table. F) the Krkonoše-Jeseníky sub-province includes a) the Krkonoše mountain region, b) Orlické hory region, c) the region of the Jeseníky hills and d) the Krkonoše and Jeseníky foothills.

geography - geology - physical geography - landscape type - Czechoslovakia. 147755.

ČAPEK, R. - LACKOVÁ, D.:
Relief Československa III (The relief of Czechoslovakia - III.)
Přírodní vědy ve škole, 35, 1983-1984. No. 3,
pp. 111-113. 1 map

The continuation of an article from issues 1 and 2. In this section the authors describe the Central European lowlands with include A) the Outer Carpathian lowlands which include a) the

Western outer Carpathian lowlands and b) the Northern outer Carpathian lowlands. B) The outer Western Carpathian highlands which include a) the South Moravian Carpathian highlands, b) the Central Moravian Carpathian highlands, d) the Western Beskyd foothills, e) the Western Beskyds, f) the Central Beskyds, g) Eastern Beskyds and h) the sub--Hola and Magura region.

geography - geology - physical geography - landscape type - Czechoslovakia. 147755.

320. ČAPEK, R. - LACKOVÁ, D.:
Relief Československa IV. (The relief of Chechoslovakia IV)
Přírodní vědy ve škole, 35, 1983-1984, No. 4,
pp. 149-152. Lit. 15.

The fourth and final part of an article on the relief of Czecnoslovakia which deals with the C) Inner Western Carpathian highlands which include a) the Fatra and Tatra Mountain region, b) the Slovakian Rudohoří, c) the Slovakian central massif, d) the Lučenec and Košice lowlands and e) the Matra - Slánský highlands region. The IVth region dealt with is the Eastern Carpathian hills with A) the outer Eastern Carpathians, which include a) the Low Beskyds and b) Poloniny. B) The inner Eastern Carpathians which include a) Vihorlat. The Vth region is the Western Panonian basin with A) the Vienna basin, which includes a) the South Moravian basin, b) the Záhorí basin and B) the Small Danube valley with a) the Danube lowlands. The VIth region in the East Panonian basin with a) the Eastern Slovakian lowlands.

geography - geology - physical geography - landscape type - Czechoslovakia. 147755.

321. HENDL, M.:
Einführung in Aufgaben, Geschichte und Stand der globalen Klimaklassifikation (Introduction to the tasks, history and situation in the global classification of the climate)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 1, pp. 380-399. Lit. 46, 2 figs., 6 tabs.

The problem of classifying the climate is explained from the point of view of the basic requirements of geography and from a historical point of view. Various classification systems are described from the last century, as well as more modern ones. The author describes in detail the creation of various climate types, the creation of classification provinces, the introduction of objective criteria by Köppen in 1936 and attempts to create a genetic classification of the climate.

geography - climatology - classification - F.R.G. 147755.

322. HUPFER, P.:
Neuere Forschungsergebnisse zu den Wechselwirkungen zwischen Ozean und Atmosphäre (Most recent findings in research on the mutual relationship between the oceans and the atmosphere.)
Geographische Berichte, 29, 1984, No. 4, pp. 241-251. Lit. 33.

The author describes international research done since 1980 concerning the climate of the world. The mutual relationship between the ocean and the atmosphere, as well as the exchange of energy between the ocean and the atmosphere are explained. The author describes the new approach to ocean circulation and the self-regulating relationship between the ocean and the atmosphere. All the details of this complicated mechanism are not yet fully understood.

geography - physical geography - atmosphere - oceans - climatology - hydrology - G.D.R.
147755.

323. KOŹUCHOWSKI, K.:
Zmiany klimatu - przyczyny i prognozy (Changes in the climate - causes and forecasts)
Geografia w szkole, 37, 1984, No. 3, pp. 137-144.
4 figs.

The problem of clyrifying the causes and of making forecasts of changes in the climate is the result of doubts which still exist concerning basic problems of climatology. Available data on the mechanism of creating the climate is constantly increasing. This data shows that in the XXth century beyond the Artic circle temperature has increased on an avarage of 5 to 6 °C annually, in Central Europe it has increased only by 2 - 3 °C, while in the tropics no changes have been registered in temperature. An increase in precipitation in one area is always connected with a decrease of precipitation in another area. Among the causes of these phenomena are probably solar activity and long-term changes in the Earth's atmosphere.

geography - climatology - physical geography - Poland. 147755.

324. KŘÍŽ, V.:
Vodní zdroje Země a jejich natropogenní změny
(Water resource on Earth and changes caused by anthropogenic factors)
Přírodní vědy ve Škole, 35, 1983-1984, No. 6, pp. 229-233. Lit. 19, 2 figs., 9 rabs.

The author describes the water resources of the Earth and its water balance, together with changes which have occured in this area due to human intervention. These changes are discussed from the point of view of various phases of water (liquid, ice, vapours)and their distribution among land and the seas, underground and surface waters, rivers and lades, etc. Geological changes in this distribution have changed several times in the history of the Earth. Strivings to determin man's role in these changes can lead to determining adequate technical measures such as for instance the control and management of drainage by creating reservoirs, transfering water to the place where it is needed without losses, treating polluted water, decreasing the nonproductive evaporation of water, creating closed circuits of water use and water--less technologies. Those industries which economize water and hence are environmentally positive should have priority.

geography - water economy - water resources-human intervention - Czechoslovakia. 147755.

325. **STURM, M.:**
Das equatoriale Stromsystem des Atlantischen Ozeans
(The equatorial system of ocean currents in the Atlantic)
Geographische Berichte, 29, 1984, No. 4, pp.253-262. 8 figs.

The author describes the latest findings concerning the study of equatorial currents in the seas of the world. It was only at the beginning of the sixties that modern studies of these phenomena were undertaken. The author describes the basic types of sea currents, what causes them and also what causes long sea waves. Simulation of equatorial sea circulation is made easier on the basis of theoretical models, which make it possible to achieve an understanding of these processes.

geography - hydrogeography of the ocean - sea currents - G.D.R. 147755.

326. **VITURKA, M. - PANÁK, J.:**
Hodnocení možností územního rozvoje vybraných měst ČSR z hlediska ochrany zemědělského půdního fondu
(An assessment of opportunities for the territorial development of selected towns and cities in the Czech Socialist Republic from the point of view of conserving agricultural soil)
Sborník československé geografické společnosti, 89, 1984, No. 4, pp. 297-308. Lit. 4, 2 tabs.

The article assesses the future territorial development of Czech towns with more than 10 000 inhabitants until the year 2000. A quantification of territorial reserves was carried out on the basis of an indicator called "intensity of urban pressure" which also takes into consideration the system of agricultural soil conservation which is thus a factor against urban expansion.

geography - pedology - urban development - soil conservation - Czechoslovakia. 147755.

327. WAGNER, J.:
Společně do hlubin Kavkazu (Together into the depths of the Caucasus)
ABC mladých techniků a přírodovědců, 28 1983-1984, No. 7, pp. 14-15. 4 photos.

The article describes 5 expeditions of Czech speleologists from the city of Bohumín to the Soviet Caucasus. The most recent of these expeditions took place in 1982 and explored caves and karst phenomena in the Western Caucasus mountains.

geography - speleology - Caucasus - U.S.S.R. 147755.

328. ZAKHARCHEVSKIY, J.V.:
O kontinentalnosti klimata Evrazii (On the continental nature of the Euroasian climate)
Geografiya v shkolakh, 51, 1984, No. 1, pp.20-22. 1 fig.

The author explains the term "continental nature of the climate", as the degree of influence of the surface and atmospheric circulation upon the climate. According to the distance from the shore of the Atlantic ocean,the properties of the seasons change, including precipitation patterns and increasing amplitudes of differences between night and day temperatures. All this means that the continental nature of the climate increases from west to east. The author divides Euroasia into 6 zones and describes their climate.

geography - physical geography - climatology - Euroasia - U.S.S.R. 147755.

15.3 Socio-economic geography

329. BÄHR, J.:
Bevölkerungswachstum in Industrie- und Entwicklungsländern (Population increments in the industrial and developing countries)
Geographische Rundschau, 36, 1984, No. 11,
pp. 544-551. Lit. 4, 3 figs., 1 outline, 8 tabs.

At the end of the last century population increments were only 0.5 % annually. Now the population of the world grows at least three times as rapidly and with present rates it will double every fourty years. In the developing countries population growth exceeds 3 % annually, while in the industrial nations it is either stable or decreasing. This disparity in population growth leads to discussions concerning the causes and consequences of this process. The author also describes forecasts for future population growth.

geography - socio-economic geography - population geography - F.R.G. 147757.

330. BRÁZDIL, R. - KOLAŘ, M. - PROŠEK, P.:
The Study of Local Climatological Conditions of Towns

Sborník Československé geografické společnosti, 89, 1984, No. 2, pp. 128-136.

Among the most important tasks of contemporary climatology are forecasts and the improvement of the climate, especially in urban agglomerations. These problems are now of a global nature; there is a need to concentrate on problems of a local scale. For this an adequate network of topo-climatic stations should be set up, which would supplement the activities of existing meteorological stations. The author also deals in detail with the climate of the city of Brno.

geography - socio-economic geography - physical geography - settlements - climate - Czechoslovakia. 147757.

331. CHERKASOVA, O.E.:
Strukturalizatsiya regionalnikh territorialno poizvodsvtennikh sistem (The structuralization of regional and territorial systems)
Izvestiya Vsesoyuznogo geograficheskogo obshchestva, 116, 1984, No. 5, pp. 436-440. Lit. 4.

The territorial organization of the national economy represents a complex system of planning which combines the principle of regional development and the allocation of productive forces with the aim of increasing the effectiveness of the whole national economy.

geography - economic geography - allocation of productive forces - regional development - U.S.S.R. 147757.

332. DOLL, H.:
Bedeutung und Probleme der Tierhaltung (The significance and problems of animal husbandry)
Geographische Rundschau, 36, 1984, No. 1, pp.27-30. Lit.6. 6 maps.

The author discusses problems of animal husbandry from an economic point of view. There is a surplus of milk production and dairy farming is state subsidised. There are no problems with pig breeding, but better regional distributions of some dairy, meat and poultry production are called for.

geography - economic geography - agriculture - F.R.G.. 147757.

334. DRBOHLAV, D.:
Příspěvek k problematice statistiky důvodů stěhování (A contribution to the problems of migration statistics)
Sborník Československé geografické společnosti, 89, 1984, No. 1, pp. 1-14, Lit. 19, 4 tabs. 5 cartograms

Since 1966 the registration of internal migration has been supplemented with the recording of the reasons for migration. These include a change of job, moving closer to place of work. apprenticeship, attending school, marriage, divorce, reasons of health, housing reasons and other reasons.

geography - population geography - economic geography - statistics - Czechoslovakia. 147757.

335. EBERHARDT, P.:
Rozmieszczenie linii metra na świecie
(The allocation of undergrounds throughout the world)
Czasopismo geograficzne, 55, 1984, No. 2, pp.247-250.

61 cities throughout the world now have subways (metros) and in 18 others it is being built. The first underground was built in London in 1863 and then in Glasgow in 1896, in Budapest in 1896, in Paris in 1900, in Boston in 1901, in Berlin in 1902 and New York in 1904 etc. The Moscow metro was built in 1935. Warsaw is planning the building of a subway. In Europe 31 cities have metros, on the American continent only 15 and 15 are in Asia. It is assumed that by the year 1990 a total of 100 cities will have an underground.

geography - economic geography - urban transport - Poland. 147757.

336. GEMEINER, W.:
Was ist unter der Substitution von Heizöl durch Braunkohlenbrennstaub zu verstehen (What is the meaning of substituting heating oil with brown coal dust)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 99-101.

Brown coal dust can be used as a substitute for heating oil in the production of energy, in thermal technological processes, as fuel in making construction material and in other applications of oil. Brown coal in any case remains a valuable source of energy.

geography - economic geography - energy production - brown coal - G.D.R. 147757.

337. HEŘMÁNKOVÁ, J.:
Zastavíme růst velkoměst ? (Will we stop the growth of large cities ?)
Lidé a země, 33, 1984, No. 8, pp. 359-363.
5 photos.

The quality of the environment in urban agglomerations is deteriorating. Cities with two million inhabitants tend to have higher average incomes, but also higher unemployment, more crime and often also housing shortages. The cost of modernizing urban agglomerations is also growing. In London a modernization of the water distribution system cost

7 million dollars. In Cairo half a million people live among the tombstones of the city's largest cementary. On Taiwan, there is only 3.5 square meters of housing per person.

geography - economic geography - settlements - urban agglomerations - Czechoslovakia. 147757.

338. YEGOROVA, N.N.:
O prakticheskikh rabotakh po kursu ekonomicheskoy geografii zarubezhnikh stran (Practical excercises in lessons on the economic geography of foreign countries)
Geografiya v shkole, 50, 1984, No. 2, pp. 35-41. 1 tab.

The author discusses practical excercises in the economic geography of foreign countries which are suitable for the 9th class of general education schools. The projects described make use of cartographical and statistical methods and deal with groups of countries.

geography - economic geography - 9th class - practical excercise - U.S.S.R. 147757.

339. KÜHNL, K. - RYCHTAŘÍKOVÁ, J.:
Současná demografická situace světa I. (The present demographical situation in the world)
Přírodní vědy ve škole, 35, 1983-1984, No. 8, pp. 308-312. 1 map, 5 tabs.

The article provides geography teachers with a survey of demographical data for the whole world and specifically indicators which make it possible to assess developments in this area. The article separately assesses human reproduction according to regions, on the basis of data from the second half of the seventies. There are extreme differences between individual countries and the authors cite them. The article is a very good aid for achieving a better understanding and interpretation of demographical data found in textbooks or in popular publications.

geography - population geography - demography - Czechoslovakia. 147757-

340. KÜHNL, K. - RYCHTAŘÍKOVÁ, J.:
Současná demografická situace světa II. (The present demographical situation in the world)
Přírodní vědy ve škole, 35, 1983-1984, No. 9, pp. 349-354. Lit. 9, 5 graphs, 3 cartograms. 8 tabs.

The continuation of an article which deals with one specific demographical datum - fertility and on its basis compares various regions of the world. Also natural increments in population and changes in the age structure of the population are discussed.

geography - population geography - demography - Czechoslovakia. 147757.

341. MARIOT, P.:
Príspevok k teoretickým a metodickým východiskam ekonomickogeografických syntéz (A contribution to the theoretical and methodological aspects of economic and geographical synthesis.)
Geografický časopis SAV, 26, 1984, No. 2, Lit. 22.

This methodological paper on landscape theory synthesis stresses diagnostics as fundamental for this synthesis, as well as studies of the socio-economic structure of the given landscape. Such studies make it possible to learn about the influence of socio-economic relations upon the landscape, in close connection with its natural structure. Among the problems the author deals with are the following: complex economic and geographical regions, objectively existing stimuli for the development of socio-economic structures in a specific landscape, qualitative aspects of complex economic and geographical regions and their criteria and hierarchies, job opportunities, the utilization of agricultural land, land not in use, forests, urban settlements and the landscape, etc.

geography - socio-economic geography - landscape theory - Czechoslovakia. 147757.

342. **MARSZAK, T.:**
Podstawowe kierunki zmian w rozmieszczeniu przemysłu włókienniczego na świecie (Basic trends and changes in the allocation of the textile industry throughout the world)
Geografia w szkole, 27, 1984, No. 4, pp. 208-212.
1 fig.

Textile production is one of the oldest of human activities. The author provides a historical survey of its manufacture in Europe and the world and its situation today. The diagram shows the distribution of the textile industry throughout the world in 1974. 50 % of textiles produced are made of cotton, wool represents only 16 % and almost the whole remainder are synthetic and artificial fibres.

geography - socio-economic geography - textile industry - Poland. 147757.

343. **NEZDAŘILOVÁ, E.:**
Prostorová autokorelace jako pojem a metoda geografické analýzy (Spatial autocorrelation as a term and method of geographical analysis)
Sborník Československé geografické společnosti, 89, 1984, No. 1, pp. 44-50, Lit. 11, 1 tab.

The author acquaints readers with the principles and ideas of spatial autocorrelation which are used especially in migration analysis. This method was taken over from econometrics where it has proven to be very fruitful. Spatial autocorrelation studies the similarity of territorial units from the point of view of their mutual distances and relations as neighbors, while keeping in mind the relative continuity of geographical phenomena in space.

geography - socio-economic geography - territorial planning - migration - Czechoslovakia. 147757.

344. PIŠTORA, L.:
Chléb (Bread)
Lidé a země, 33, 1984, No. 7, p. 516.

The author provides a brief history of bread, what bread is, how it is made, how much of it is consumed throughout the world and what substances are found in bread. Also various types of bread made in various parts of the world are described.

geography - food processing industry - Czechoslovakia. 147757.

345. QUITT, E.:
Nukleární noc ? Zima (Nuclear night ? Winter)
Lidé a země, 33, 1984, No. 10, pp. 469-471.
3 graphs.

In May 1984 an international conference was held in Leningrad which was convened by SCOPE (Scientific Committee for Problems of the Environment). One of the papers presented at the conference concerned the effect that nuclear explosions will have on the climate on Earth. Over a billion tons of dust would be blasted into the atmosphere as a consequence of repeated nuclear explosions. Fires in urban areas would lead to the burning of asphalt, rubber, plastics and petroleum products so that another 200 million tons of black carbon would be blown into the atmosphere. The outcome would be a nuclear night, because the sun would be blocked out from the surface of the Earth. 30 to 70 % of all plants would die because of lack of light and the temperature would markedly fall, thereby damaging the plants of the tropical and subtropical parts of the world. Also the ozone layer of the atmosphere would be gravely damaged. Essentially all this would lead to the extinction of those humans who survived the nuclear explosions.

geography - socio-economic geography - nuclear war - Czechoslovakia. 147757.

346. **ŘÍHA, S.:**
Co je to sociálně ekologická prognóza ? (What is a socio-ecological forecast ?)
Životní prostředí, 1984, No. 2, pp. 88-90. 1 fig.

Society's attitudes towards the environment and natural resources develop on the basis of the development of civilization, economic activity and also living standards. Since ths satisfaction of these requirements requires the early and long-term implementation of investments, the long-term requirements of society should be planned on a scientific basis. Forecasting should be systematic and should take into consideration the continuity of gradually achieved objectives, the comprehensive nature of the phenomena studies and should use analytical statistical methods which make it possible to forecast the future.

geography - socio-economic geography - forecasting - ecology - societal objectives - Czechoslovakia. 147757.

347. SIEMEK, Z.:
Zróśnicowanie procesów urbanizacyjnych na swiecie
(Differentiation of urban development in the world)
Geografia w szkole, 37, 1984, No. 2, pp. 77-81.
Lit. 4, 3 figs.

The population explosion in the world has somewhat slowed down. Mean annual increments, on the basis of UN sources, were 2 % in 1960, 1.8 % in the period 1975-1980 and this figure is expected to decline further, to 1.6 %. This decline is expected especially in third world countries where increments have been highest. In the year 2000 the world is expected to have 6.2 billion people. Urban development is tied to the economic situation in a country and to cultural changes. Medium size towns (between 100 000 to 250 000) have the highest rates of growth, while large cities (1 to 2 million people) grow the most slowly. In 1980 there were 189 cities in the world with one million and more inhabitants.

geography - settlement geography - urban development - population explosion - Poland. 147757.

348. SKOKAN, L.:

Mořský rybolov (Sea fishing)

Lidé a země, 33, 1984, No.8, pp. 375-377.

The oceans and seas of the world provide mankind with 10 % his supply of proteins and with only 1 % of his nutrition sources as a whole. Yet the seas and oceans represent 71 % of the Earth´s surface. The foundation of all food chains in the seas are sea weeds (blue-green algae). 90 % of the nutrition of humans from the seas are fish; there are 400 species of fish which serve as human food. In 1981 75 million tons of fish were caught, which is 17 kilograms of fish per annum for every person on Earth. The author also provides information on so-called mariculture.

geography - economic geography - fishing industry - Czechoslovakia. 147757.

349. SHARIGIN, N.D.:

Sovremenniye zadachi socialno-ekonomicheskoy geografii (Contemporary tasks of socio-economic geography)

Izvestiya Vsesoyuznogo geograficheskogo obshchestva, 116, 1984, No. 5, pp. 97-104.

The author attemps to define the main tasks of socio-economic geography; he also discusses its theoretical foundations which deal with the spatial organization of society, socio-economic regions and how they are created, the creation of socio-economic models and studies of structural processes, as well as territorial planning and management.

geography - socio-economic geography - regional studies - U.S.S.R. 147757.

350. Wie wird das Wachstum der Weltbevölkerung eingeschätzt ? (What estimates have been made concerning the growth of world population ?) Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 11, pp. 409-410).

According to UNO estimates in 1980 the world had 4.4 billion inhabitants and in the year 2000 it will have 6.1 billion. World population is assumed to become stable in the 22nd century, at around 10 to 15 billion people.

geography - socio-economic geography - population forecasts - G.D.R. 147757.

351. ZIMM, A.:
Tendenzen der Stadtentwicklung aus geographischer Sicht (Urban development trends from a geographical point of view)
Petermanns geographische Mitteilungen, 128, 1984, No. 2, pp. 99-105. 7 tabs.

The author analyses the growth of urban populations in the last 100 years. He distinguishes urban growth proper and the move to the suburbs. These trends in the capitalist, socialist and third world countries are discussed. By 1990 Mexico City is expected to have 24.9 million inhabitants.

geography - settlement geography - urban development - large cities - G.D.R. 147757.

15.3.1 Socio-economic geography of the socialist soutries

352. ANISHIN, N.N. - ALIMOV, Y.P.:
Zapadno-Sibirskiy ekonomicheskiy rayon v odinnadtsatoy pyatiletke (The West-Siberian economic district in the 11th five-year plan)
Geografiya v shkole, 50, 1983, No. 1, pp. 6-10.

The author discusses the socio-economic aspects of the 11th five year plan in the Western Siberian economic district, where oil extraction is the most important industry, together with natural gas, the construction of gas and oil pipelines, coal minign, thermal energy production, ferrous metal production with iron ore extraction and also the development of the chemical industry. The author also describes the agriculture of the region and its outlooks for the 11th five-year plan.

geography - socio-economic geography - Western Siberia - five-year plans - U.S.S.R. 147757.

353. ANDERLE, A. - SRB, V.:
Zvláštnosti populačního vývoje ČSSR v letech 1970-2000 (Specific aspects of population developments in Czechoslovakia in the period 1970-2000)
Životní prostředí 84, 18, 1984, No. 5, pp. 229-233.
2 maps, 8 tabs.

A number of mutual relations exist between demographical aspects and the environment. Increases and decreases in the size of the population lead to a number of changes in the environment. There is a mutual relationship between the environment on the one hand and migration, the health of the population, mortality, the age structure of the population and natality on the other. Population aspects deserve greater attention.

geography - socio-economic geography - population development - forecasts - Czechoslovakia. 147757.

354. Ausbildung und Qualifierung von Kadern der sozialistischen Republik Vietnam (The education and qualification of personnel in the Socialist Republic of Vietnam)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 98-99. Lit. 1.

The rapid economic development of Vietnam has led to a large demand for skilled personnel in all fields. In cooperation with the Council for Mutual Economic Assistence, Vietnamese personnel is being trained in various countries: in the U.S.S.R., in the period 1959 to 1980 a total of 60 000 persons from Vietnam have been trained and another 11 000 have graduated from institutions of higher learning. In the year 1980 15 000 Vietnamese citizens also studied at various schools in the G.D.R.

geography - socio-economic geography - Vietnam - training abroad - G.D.R. 147757.

355. AVAKYAN, G.E.:

Ekonomichesko-geograficheskaya otsenka prirodnikh usloviy gornikh territoriy dlya povisheniya effektivnosti proizvodstva (An assessment of the natural conditions of highland areas with the aim of increasing the efficiency of agriculture) Izvestiy vsesoyuznogo geograficheskogo obshchestva, 116, 1984, No. 2, pp. 110-120. 7 tabs.

The author concentrates on criteria for assessing highland areas from the point of view of improving the efficiency of agriculture. He discusses vertical zonality and its influence on the allocation of agricultural production, opportunities for better utilization of the soil and other related problems.

geography - socio-economic geography - highlands - agriculture - U.S.S.R. 147757.

356. BASHENOWA, J.S.:

Zu den Ergebnissen der Volkszählung in China (On the results of a population census in China) Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 11, pp. 405-406.

In recent decades China has devoted a great deal of attention to population problems and planned parenthood. According to government policy documents, by the end of the century the number of inhabitants in China should not exceed 1.2 billion. The census taken in 1982 is the statistical basis for planning in this area and for the creation of a scientifically based population policy. On July 1st 1982 China had a total of 1 008 175 people. Natural increments have descreased from 2 % do 1.46 %.

geography - population - China - census - policy - G.D.R. 147757.

357. DŁUGOSZ, Z.:
Urbanizacja Macedonci w świetle niektórych aspektów demografisnych (The urbanization of Macedonia in the light of some demographical aspects)
Czasopismo geograficzne, 55, 1984, No. 4, pp.519-528
Lit. 9, 3 figs., 5 tabs.

The author describes the development of towns and cities in Macedonia in the 20th century, their territorial dispersion and size. In 1981 Bitola nad 80 832 inhabitants and Skoplje 405 874 inhabitants.

geography - socio-economic geography - population geography - Macedonia - Yugoslavia - Poland. 147757.

358. GALANT, G.E. - BELCHUK, E.V.:
Ekonomiko-geograficheskiye problemy lichnogo potrebleniya v SSSR (Economic and geographical problems of private consumption in the U.S.S.R.)
Geografiya v shkole, 50, 1983, No. 3, pp. 16-19.

The author first defines private consumption and then explains its geographical aspects. On the basis of a number of examples he shows that specific aspects of the climate and other geographical and natural conditions have an influence upon the structure of consumption of both material and spiritual goods. In planning development and the allocation of productive forces these territorially determined specific aspects should be taken into account.

geography - socio-economic geography - private consumption - U.S.S.R. 147757.

359. GENESHKI, M.:

Dinamichno sotsialno-ekonomichesko razvitie i progresivni izmeneniya v teritorialnata struktura na obshchestvenoto proizvodstvo v narodna republika Balgaria (Dynamic socio-economic development and progressive changes in the territorial structure of social production in the Bulgarian People´s Republic)

Obuchenieto po geografiya, 27, 1984, No. 4, pp. 1-8, Lit. 13.

The author describes the social and economic development of Bulgaria during the most recent 40 years, since its liberation, as well as the territorial changes which have taken place and changes in the structure of social production.

geography - socio-economic geography - geography of industry - changes in last 40 years - Bulgaria. 147757.

360. GÖTZ, A.:
K zemědělské soběstačnosti Československa
(Towards the agricultural self-sufficiency of Czechoslovakia)
Přírodní vědy ve škole, 35, 1983-1984, No. 5, pp.191-193.
Lit. 3, 1 map, 1 tab.

At present the products of agriculture have the importance of strategic resources. Czechoslovakia does not have much agricultural land: its per capita area of agricultural land on Januarry 1st, 1980 was only 32 ares (1 are = 100 square meters) of arable land and 45 ares of other agricultural land. Also our soil is not very fertile and is often found on hilly terrain. The main task is to produce more cereals. At present cereals take up half of all arable land. Production per hectar is continuously growing. The author also enumerates areas which have the highest fertility.

geography - socio-economic geography - agriculture - Czechoslovakia. 147757.

361. HRDLIČKA, M.:
Tři generace koncepcí rozvoje osídlení ČSR
(Three generations of concepts concerning the development of settlements in the Czech Socialist Republic)
Sborník Československé geografické společnosti, 89, 1984, No. 1, pp. 31-43. Lit. 6, 8 tabs.

The author informs readers about the development of settlements in the Czech Socialist Republic on the basis of past concepts and those which exist today. Special attention is devoted to the project of a regional concept of urban development. The author also devotes attention to the utilization of management structures, the structure of settlements, the technical infrastructure, the environment and existing economic and demographic conditions.

geography - socio-economic geography - settlement geography - Czechoslovakia. 147757.

362. KAROVIČOVÁ, V.:
Sťahovanie do Bratislavy z územia SSR (Migration to Bratislava from the territory of the Slovak Socialist Republic)
Životní prostředí ´84, 18, 1984, No. 5, pp. 262-263. 2 figs.

Suitable geographical and economic conditions have caused an increase in the number of inhabitants of Bratislava, the capital of Slovakia, in recent years. The city has strengthened its position as a centre of industry, transportation, administration and culture. Extensive construction together with a concentration of available jobs have led to extensive changes, so that today Bratislava is the second largest city in the country, after Prague. The author analyses the share of migration in the increas of the city's inhabitants.

geography - socio-economic geography - migration - Bratislava - Czechoslovakia. 147757.

363. KRUGLOVÁ, G.:
Rozvoj lázeňství a rekreace v SSSR (The development of thermal spring spas and recreation in the U.S.S.R.)
Přírodní vědy ve škole, 35, 1983-1984, No. 3, pp. 116-118. Lit. 3, 1 map.

The author describes the development of thermal springs and spas in the Soviet Union from the beginning of the 18th century until the present. There are now over 4 000 mineral springs in use and in 1973 there were 400 spa establishments and 2 200 sanatoriums with 440 000 beds, as well as 1158 nursing homes with 308 000 beds. Annually, 19 million working people spend their vacations in them or come there for reconvalescence after illness.

geography - socio-economic geography - thermal springs - spas - recreation - U.S.S.R. - Czechoslovakia. 147757.

364. LAJERER, F.:
Maďarské loďstvo (The Hungarian navy)
Lidé a země, 33, 1984, No. 2, p. 90.

The Hungarian navy uses the Danube river and has been in operation for some time - the author describes its history. Hungary also has sea ships which use the Black, Mediterranean and Red seas - a total of 22 ships. The Danube fleet has 250 ships.

geography - socio-economic geography - transportation - ships - Hungary - Czechoslovakia. 147757.

365. **MAMMEY, U.:**
Bevölkerungsentwicklung in den beiden deutschen Staaten (Population developments in both German states)
Geographische Rundschau, 36, 1984, No. 11, pp.553-559.
Lit. 22, 4 figs.

The author discusses the problem of whether both Germanies, with their present low fertility rate, represent a specific type of highly industrialized country whose population has reached the final stage in a model of demographic development. The author describes the social policy of both countries, compares the bonuses which expectant mothers receive, mother and child allowences, maternity leave, the social situation of young families with children and the reproduction of the population. Population policies in both countries are assessed and compared.

geography - socio-economic geography - population problems - F.R.G. - G.D.R. 147757.

366. **MICHÁLIK, A.:**
Geotermálna energia (Geo-thermal energy)
Lidé a země, 33, 1984, No. 10, pp. 438-441.
4 photos.

The Danube river lowlands are an area which is very attractive for the development of tourism and recreation. Thermal water can be found on the basis of artificially drilling holes, which can then be used in swimming pools and other facilities, such as greenhouses. The author provides a survey of places where these wells have been drilled and how they are utilized.

geography - socio-economic geography - recreation - thermal springs - well drilling - Czechoslovakia. 147757.

367. **MOSKVIN, B.V.:**
Sovremenniye zadachi ekonomicheskogo rayonirovaniya i problemy razvitiya proizvoditelnikh sil Severnogo i Severno-Zapadnogo ekonomicheskikh rayonov SSSR, (Contemporary tasks is the creation of economic regions and problems of developing the productive forces of the Northern and North-Western economic regions of the U.S.S.R.)

In 1982 what was originally the North-Western economic region was divided into two economic regions: the North-Western (which includes Leningrad and the Leningrad region, the Novgorod and Pskov regions) and the Northern economic region which includes the Arkhangelsk, Vologda and Murmansk regions and the Karelian and Komi Autonomous Republics. The article describes both economic regions and their importance for the Soviet national economy.

geography - socio-economic geography - economic planning - creation of economic regions - U.S.S.R. 147757.

368. SAMOYLOV, I.I.:
Rol promishlennosti po proizvodstvu mineralnikh udobreniyi, khimicheskikh i biologicheskikh sredstv zashchiti rasteniyi v realizatsii prodovolstvenney programmy SSSR (The role of the industrial production of artificial fertilizers, chemical and biological herbacides and insecticides in implementing the food program of the U.S.S.R.)
Geografiya v shkole, 51, 1984, No. 6, pp. 12-16.

Fulfilling the food program of the U.S.S.R. requires an increase in the production of artificial fertilizers and chemicals, as well as biological media for the protection of plants. At present the U.S.S.R. produces 40 types of fertilizers. In 1981 a total of 85.6 kilograms of artificial fertilizers were consumed per hectar of arable land. In the 11th five-year plan, 150 industrial complexes will produce among others for instance 8 million tons of sulphuric acid, and 2 milliontons sulphur.

geography - socio-economic geography - geography of chemical industry - food program - U.S.S.R. 147757.

369. TRUBE, L.L.:
Zakonomernosti rosta krupnikh gorodov SSSR (The laws governing the growth of large cities in the U.S.S.R.)
Geografiya v shkole, 51, 1984, No. 3, pp. 18-19.

The author describes the growth of large cities in the U.S.S.R. and the laws governing this growth. The larger part of this growth is caused by migra-

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tion, not by fertility. The author also discusses the correlation between increases in the population of cities and the allocation of industry to these cities.

geography - socio-economic geography - planning - population - allocation of industry - U.S.S.R. 147757.

15.3.2 The socio-economic geography of the capitalist countries

370. ALBRECHT, G.:
Die ökonomisch-geographische Entwicklung der Territorialstruktur in Frankreich (Economic and geographical development in the territorial structure of France)
Geographischer Bericht, 29, 1984, No. 1, pp.9-27.
7 figs., 3 tabs.

The author analyses the economic and geographical development of France after World War II in connection with the 25th International Geography Congress, which will be held in 1984 in Paris. He describes the spatial structure of the country and French territorial planning as it has developed in recent years. Also a territorial analysis of the French population is provided, as well as of the building and modernisation of the transportation network and changes in the regional distribution of agriculture and industry.

geography - socio-economic geography - industry - agriculture - population - France - G.D.R. 147757.

371. DOUBEK, E.:
Využití síly větru (The utilisation of wind power)
Lidé a země, 35, 1984. No. 5, p. 221.

Wind power stations are beginning to be built. They are still in the experimental stage, but many of them are already registering substantial success. In the F.R.G., on the Elbe river is a very successful project of this type which the author describes; it is found in the town of Kaiser Wilhelm Krog and provides 4000 homes with electricity.

geography - socio-economic geography - capitalist countries - electrical power stations - F.R.G. - Czechoslovakia. 147757.

372. GESKE, R.:
Entwicklung und Bedeutung der Kernenergiewirtschaft in the EGW Staaten (The development and significance of nuclear power plants in the Common Market countries)
Geographische Berichte, 28, 1984, No. 3, pp.171-181.
3 photos, 4 figs.

The author compares the attitudes of the socialist and capitalist countries of Europe towards nuclear power plants and their long-term policies in this area. The author describes in detail the current building of nuclear power plants and those which are already in operation, their distribution in various countries of the EEC, alternatives for nuclear fuel and also policies for disposing of nuclear waste.

geography - socio-economic geography - EEC - nuclear power plants - economic policy - G.D.R. 147757.

373. HILLENBRAND, H.:
Freizeitverhalten und Freizeiteinrichtungen in Deutschland und Japan - kontrastive Geschehen
(Behaviour and use of leisure time in Germany and Japan - with stress on contrasts)
Geographie im Unterricht, 9, 1984, No. 12, pp.465-473.
Lit. 12, 8 figs., 4 tabs.

This topic is conceived as a project for independent pupil assignments based on literary sources. Pupils attempt to compare the use of leisure time in the F.R.G. and in Japan. Quotations from the press, journals, etc. can be used. The purpose of the project is to overcome incorrect ideas about Japan and on the basis of learning about how people spend their vacations in Japan, about the climate, the geographical relief of the country, etc. as factors in the use of leisure time and in the development of a tourist industry, to make comparisons with the F.R.G.

geography - socio-economic geography - recreation - Japan - F.R.G.147757.

374. KALASHNIKOVA, M.S. - SMIRNYAGIN, L.V.:
Vliyanie geografii voienogo proizvodstva SSHA na sotsialno politicheskiye aspekti regionalnogo razvitiya (The influence of the geography of the armaments industry in the U.S.A. upon socio-political aspects of regional development)
Vestnik Moskovskogo Universiteta - Ser. 5 - Geografiya, 40, 1984, No. 4, pp. 34-41. Lit. 16, 1 map, 3 tabs.

The armaments industry in the U.S.A. is an important factor in regional economics and influences the geographical distribution of industry; on the one hand it contributes to the huge economic potential of the country and on the other hand it leads to a territorial concentration and is a source of vulnarability of local economies, because armaments production fluctuates in relation to international events. Many Americans consider the armaments industry a negative factor and struggle for peace and understanding among nations.

geography - socio-economic geography , industry - armaments - U.S.A. - U.S.S.R. 147757.

375. KOLB, A.:
Grenzen und Grösse des Pazifischen Raumes (The limits and size of the Pacific basin.
Geographische Zeitschrift, 72, 1984. No. 4, pp.210-225. 2 figs. 3 tabs.

During recent decades the amount of literature concerning the Pacific basin has greatly increased as a consequence of the dynamic economic development of the region. For geographical purposes we should distinguish between the Pacific region (countries with access to the Pacific ocean) and the countries which are entirely in the Pacific. For instance the U.S.S.R. and the U.S.A. belong to the former and countries such as the Philippines, or Australia, to the latter.

geography - socio-economic geography - terminology - Pacific ocean - F.R.G. 147757.

376. KOZIKIS, D;D. - POLSKIY, S.A.:
Osnovniye tendentsii meshdunarodnoy migratsii nasileniya v kapitalisticheskikh s rasvivayushchikhsya stranakh na sovremennom etape (Basic trends in international migration in the capitalist and developing countries in the present stage of development) Geografiya v shkole, 51, 1984, No. 5, pp. 18-21.

Migration of the population has existed since time immemorial. The great geographical discoveries led to large-scale migrations and in the 19th century migration grew on an even larger scale as the consequence of colonialism. In the period 1800 to 1914 the main migration flows came from Europe and were directed to America, Asia, Africa and Australia. Today, conversly, migration is directed from the developing countries towards the U.S.A., Canada, Autralia, Argentina, etc. The exporters of labour power (Italy, Greece, Spain, Portugal, Malta, Yougoslavia, Ireland, Turkey, North Africa and the Near East) also make a significant contribution to population migration to the developed capitalist countries. The authors also describes migration to the oil producing and exporting countries such as Saudi Arabia, Kuwait and the United Emirates, Oman and Bahrein. Also migration trends within Africa are discussed.

geography - socio-economic geography - population migration - historical survey - capitalist countries - developing countries. - U.S.S.R. 147757.

377. LINHART, L.:
Silniční tunel pod Sv. Gotthardem (A road tunnel under the Saint Gotthard Pass)
Lidé a země, 33, 1984, No. 11, p. 510.

On September 6th, 1983 the longest tunnel in the world was opened with a two-tiered road which leads under the Saint Gotthard Pass, between the village of Göschen in the Uri canton of Switzerland and Airolo in the canton of Ticino. The tunnel is part of the Swiss highway system and cost a total of 686 million Swiss francs. The construction of the tunnel was financed by the Swiss government.

geography - socio-economic geography - geography of transportation - Switzerland - Czechoslovakia. 147757.

378. MOTOSUKE ISHII:
Veränderungen von Struktur und Produktivität japanischer Agrarräume. (Changes in the structure and productivity of Japanese agricultural areas)
Geographische Rundschau, 36, 1984, No. 3, pp.138-145.
4 photos, 3 maps, 4 tabs.

After World War II Japanese agriculture underwent two fundamental changes in its structure. The first led to basic changes in the ownership of the land and represented democratisation; the old feudal system was abolished and the land became the ownership of those who worked it. This led to the successful development of family farms, but cooperative forms did not develop. The second change occured in 1960 and concerned technical changes in agriculture.

geography - socio-economic geography - geography of agriculture - Japan - F.R.G. 147757.

379. NOVOTNÁ, J.:
Největší města západní polokoule (The largest cities of the Western Hemisphere)
Lidé a země, 33, 1984, No. 8, p. 375.

The largest city in the Western hemisphere is Mexico City, which in 1980, at the time of the last census, had 9 377 300 inhabitants. The second largest is Sao Paulo in Brasil, which in 1980 had 8 490 763 million inhabitants; New York is the third largest city: in 1980 it had 7 071 040 inhabitants, but when taken as the whole New York agglomeration, it in fact has 16.1 million.

geography - socio-economic geography - settlements - western hemisphere - uran development - population - Czechoslovakia. 147757.

380. SKOKAN, L.:
Kapitalistická ekonomická integrace (Capitalist economic integration)
Lidé a země, 33, 1984, No. 1, pp. 10-12.

Economic integration is the highest form of internationalization in economic life in the period after World War II. National economies are integrated with those of foreign countries on the basis of a specially adopted economic policy. Under conditions of imperialism, the whole non-socialist world is coming under the influence of multi-national monopolies, which are controled by the developed capitalist countries and are an instrument for exploiting the natural wealth and labour power of the developing countries. International monopolistic blocks are created and among them the most advanced is the European Economic Community, which was established in 1958. In 1980 the concept of a Pacific community was created and also the integration between Canada and the U.S.A. represent a North American model of integration. Also the developing countries are striving for integration; about 30 regional groups exist, with a total of 100 member nations. We should distinguish market integration, production integration and integration in the infrastructure.

geography - socio-economic geography - capitalist countries - EEC - economic integration - Czechoslovakia. 147757.

381. ZALESKI, J.:
Mannheim - waúny port środladowy na Renie
(Mannheim - an important mainland port on the Rhine)
Czasopismo geograficzne, 55, 1984, No. 3, pp. 404-408.
1 map, 2 tabs.

The Mannheim port on the Rhine river is the 3rd largest river port in the Federal Republic. The author describes its history since 1607 and the present situation of the port. It lies on the Rhine river, which is an important medium of transportation.

geography - socio-economic geography - transportation - river port - Rhine river - F.R.G. 147757.

15.3.3 The socio-economic geography of the developing countries

382. BLECKERT, H.:
Einige Bemerkungen zur Entwicklung und zum Stand der ökonomischen Integration in Lateinamerika
(Some comments on the development and situation of economic integration in Latin America)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 64-72. Lit. 5.

In the middle of the fifties an integration process began among Latin American countries; this was a period of high growth rates and full employment. But in the course of several years the main force of this integration was international monopoly capitalism, which also had the greatest advantages from integration. Later smaller groups were formed, among them the Andes Mountain states. Because of recession in the capitalist economy there is now the danger that this group will lose its leading position in this process. The author provides basic information about economic integration in general and about its course in Latin America, which countries it includes and the limiting factors of integration in Latin America.

geography - economic geography - integration - Latin America - G.D.R. 147757.

383. BOHLE, H.G.:
Indiens ländliche Entwicklungsprobleme
(Development problems in rural India)
Geographische Rundschau, 36, 1984, No. 2, pp. 72-79.
Lit. 48, 3 photos, 7 figs.

The author describes the economic and social polarization which is taking place in Indian villages. It is here that the future of India is being decided. In spite of the fact that India as an industrial country, which holds 9th place in the world in the volume of industrial goods produced, 75 % of its inhabitants live in rural areas and work in agriculture. And it is also in the villages where India faces the most severe problems: largescale poverty, lack of employment opportunities, exploitation and extensive regional and social problems. The article discusses the development problems of India: 250 million very poor people live in Indian rural areas, while in urban areas they number 50 million.

geography - socio-economic geography - agriculture - poverty - developing countries - India - F.R.G. 147757.

384. BRUENIG, E.F.:
Nutzbarmachung des tropischen Regenwaldes: Eldorado oder Pandora ? (The utilization of the tropical rain forest: Eldorado or Pandora's Box ?)
Geographische Rundschau, 36, 1984, No. 7, pp.352-358.
Lit. 8, 4 photos, 1 map, 2 figs.

The author describes endeavours to utilize the tropical rain forest for the production of rice, sweet cassava, high quality wood, rubber, spices, medicinal plants, resins, oils and even meat. But from an ecological point of view the tropical rain forest is a very sensitive eco-system and the author correstly stresses, that great care soould be taken when openning up the richness of the tropical rain forest not to disrupt the environment.

geography - socio-economic geography - ecosystem - tropical rain forest - F.R.G. 147757.

385. EHLERS, E.:
Ägypten: Zur Urbanisierung einer agraren Gesellschaft (Egypt: The urban development of an agrarian society)
Geographische Rundschau, 36, 1984, No 5, pp.220-228.
Lit. 20, 6 figs., 5 photos, 2 tabs.

Egypt has built the Assuan Dam and is building wells for the irrigation of fields, but nevertheless the poverty of rural areas seems to be increasing and mounting pressures exist in the form of rural migration to urban areas, i.e. to Cairo and Alexandria. In these cities, however, the infrastructure is inadequate, there is a housing shortage and a lack of job opportunities. The garbage dumps on the outskirts of large cities are huge. Many Egyptians go abroad to seek work in oil fields, where there are high earnings and thus an opportunity for whole families to survive. The author discusses problems connected with urban development in Egypt in detail. At present 55,9 % of the population lives in rural areas and tills only 3 % of the total area of the country. 48 % of the labour force are employed in agriculture and fishing. The available agricultural land must provide food not only for the rural population, but also for 15 million inhabitants of urban areas. In 1976 Alexandria has a population of 2.3 million and Cairo in 1976 a total of 8 million.

geography - socio-economic geography - population - urban development - Egypt. F.R.G. 147757.

386. GRENZENBACH, K.:
Entwicklung kleinbauerlicher Betriebsformen in tropisch Afrika (The development of small agricultural production units in tropical Africa)
Geographische Rundschau, 36, 1984, No. 7, pp. 368-376.
Lit. 5, 2 photos, 7 figs., 2 tabs.

With increasing population pressures, the developing countries are struggeling with a situation where the amount of per capita land is decreasing, capital from abroad is not forthcoming and agricultural property is being constantly divided into smaller units. To this must be added migration to find work and a decline in the fertility of the soil. The author cites all these problems and then describes forms of agricultural entrepreneurship in Uganda (self-sufficient farms), Ghana (farms producing for the market and adaptating to changes in the ecology), as well as the situation in Nigeria and Kenya.

geography - socio-economic geography - agriculture - Uganda - Ghana - Nigeria - Kenya - F.R.G. 147757.

387. LISENKOVA, G.J.:
Primernoe tematicheskoe planirovanie urokov po teme "Razvivayushchiesya strani" v IX klasse
(Model planning of subject-matter for classwork in the 9th class on the topic "The Developing Countries")
Geographiya v shkole, 50, 1983, No. 2, pp. 41-46.

The author provides a detailed outline for the whole teaching unit concerning the developing countries, which is taught in the geography course in the 9th class of general education school. She cites the objective of each lesson, its content, educational and teaching tasks, pupil assignments, teaching media used and also questions and assignments for homework and examinations.

geography - didactics of geography - geography instruction - 9th class - developing countries - U.S.S.R. 147757.

388. NOVOTNÁ, J.:

Zemní plyn v Africe (Natural gas in Africa)
Lidé a země, 33, 1984, No. 12, p. 537.

At the beginning of 1983 there were 5 982 billion cubic meters of gas in the ground, which had already been prospected and mapped. Of this amount Algeria had 52.8 %, Nigeria 24.5 %, Libya 12.2 % and Tunisia, Egypt and the Cameroon each approximately 3 %. Total annual production in Africa is 21.8 billion cubic meters, of which Algeria produces 13.4 billion cubic meters.

389. PIMENOVA, R.A.:

Argentina
Geografiya v shkole, 50, 1983, No. 1, pp. 16-19.

The author provides a sketch of contemporary Argentina, including its nationality composition, national economy, agriculture and industry. She stresses the disparity found in the allocation of the infrastructure and the problems connected with position of the capital city of Buenos Aires in relation to the remainder of the country. Recently the economic position of Argentina has deteriorated in connection with the political situation in the country, its passive balance of payments, the denationalization of industry and inflation.

geography - socio-economic geography - South America - Argentina - U.S.S.R. 147757.

390. SCHOLZ, C.R.:
Bevölkerungswachstum und Städtewachstum in Indien - Census 1981 (Population growth and urban growth in India - the 1981 census)
Petermanns geographische Mitteilungen, 128, 1984, No. 3, pp. 215-218. 6 tabs.

India has an area of 3.3 million square kilometers, making it one of the largest developing countries in the world. Its industry is large enough to make it one of the largest industrial producers in the world. According to a 1981 census, India has 684.9 million inhabitants. Calcutta, the largest city in India has 9.2 million inhabitants, Madras 4.3 million and Hyderabad 2.5 million inhabitants.

15.4 Regional geography

15.4.1 Regional geography of Europe and the U.S.S.R.

391. ANDĚL, J.:
Benátky - město na laguně (Venice - the city on a lagoon)
Lidé a země, 33, 1984, No. 2, pp. 61-64. 5 photos.

In the Middle Ages, Venice was one of the most important cities in the world and the most important European centre of commerce. Also in the late Renaissance, Venice was important and it gave the world such artists as Bellini, Tisian, Veronese and Tintoretto. The city lies on 118 islands in the middle of a large lagoon, which are connected with 40 bridges of various sizes and with canals instead of streets. It is connected to the mainland with a 4 kilometer long railway and road bridge. Industry is concentrated in the mainland part of the city, called Mestro, which has its own large port called of Marghera. Venice has 37 000 inhabitants and is the capital of the Italian province of Veneto. The author describes both the history and present of the city, its architecture and the life of its people.

geography - socio-economic geography - regional geography - Italy - Venice - history - Czechoslovakia. 147759.

392. DROBEK, W.:
Znaczenie Odry dła kształtowania przyległych obszarów
(The significance of the Odra river in the development of its neighboring regions).

The author describes the basic ways in which the Odra river is utilized - on the basis of his own observations, made during a field trip and observation in the section of the river between Kedzierzyn - Koźle - Świnoujście. He describes six individual sections of the river with special stress of the economics of the region and the place of the river in it.

geography - regional geography - water transport - Odra river - Poland. 147759.

393. HAVEL, J.:

Dnešní Islanďané (The present population of Iceland)
Lidé a země, 33, 1984, No. 1, pp. 35-38. 5 photos.

Icelanders as a nation were formed from immigrants from Scandinavia, especially from Norway. They have developed in total isolation from the rest of the world, in a very could and harsh climate, with frequent catastrophes caused by volcanic eruptions, epidemics and proverty.At present Iceland has a quarter million inhabitants, almost no fertile soil and no mineral wealth. Still it has one of the best educational systems in the world, there is practically no aggressiveness and children are given a great deal of freedom. Basic schools have five months of vacation and all corporal punishments are strictly forbidden. The quality of housing is very high. The article also describes Icelandic culture and other aspects of life. An important problem is widespread alcoholism.

geography - regional geography - Iceland - Czechoslovakia. 147759.

394. HRADECKÝ, T.:

Székesfehérvár
Lidé a země, 33, 1984, No. 4, pp. 154-155.

The city of Székesfehérvar in Hungary was called Alba Regia by the Romans and is among the oldest towns in Hungary. In 1972 it celebrated the 1000th Anniversary of its founding. The vicinity of the town was already inhabited 4 000 years ago in the

Bronze Age. The medievel town was destroyed by Turkish invaders in 1688. The author describes the inhabitants of the city and its architecture.

geography - regional geography - history - Hungary. Czechoslovakia. 147759.

395. KOLEJKA, J.:
Hydroenergetický systém Glockner-Kaprun
(The Glockner-Kaprun hydro-electrical energy system)
Lidé a země, 33, 1984, No. 2, pp. 82-84. 1 map.

Austria produces two-thirds of its electrical energy in hydro-electrical power stations. In this article the Glockner-Kaprun complex is described. It was designed already in the twenties, but completed in 1955 and supplemented by new sections in 1973. There are 4 reservoirs, 6 surge shafts for the water of mountain streams and 23.2 kilometers of underground pressure shafts, as well as two power stations.

geography - regional geography - hydro-energy - Alps, Austria - Czechoslovakia. 147759.

396. LYULLIN, A.G.:
Ozera - nashe natsionalnoe bogatstvo (Lakes - our national wealth)
Geografiya v shkole, 50, 1983, No. 3, pp. 20-25. 2 tabs.

The author describes the lakes of the Soviet Union, which serve as a source of drinking water, as transportation routes, they are utilized for energy purposes and for balneology. The author also describes the importance of plants which grow in lakes and which can be used as fodder. They are also very important for recreation and tourism and they serve as biofilters, as sources for irrigation or as a place where drainage is collected during land reclamation.

geography - regional geography - physical geography - lakes - U.S.S.R. 147759.

397. OSMENDA, D.:

Die Region Trier. Strukturen und Entwicklungstendenzen eines peripheren ländlichen Raumes

(The Trier region. The structure and development trends of a peripheral landscape area)

Geographische Rundschau, 36, 1984, No. 6, pp.289-294. Lit. 5, 14 figs.

The natural conditions of the Trier region are not very good and the town has poor access. The author analyses its inhabitants and their migration to other parts of the Federal Republic, because economically the area is passive, there are very few job opportunities and especially young people are leaving. Economic policy should counter these trends.

geography - regional geography - economic development - Trier - F.R.G. 147759.

398. ZHIGAREV, I.A. - NOVIKOV, V.N. et al.:
Issledovaniye beregovoy zoni arkticheskikh morey
(Studies of the Arctic sea shore areas)
Vestnik Moskovskogo universiteta - Seriya 5,
Geografiya, 55, 1984, No. 3, pp. 45-50. 1 fig.

The author describes the comprehensive studies of the Arctic ocean shoreline, which are carried out especially in the context of prospecting for petroleum and natural gas. The authors specifically describe the hydrodynamics of the area, its ice, the weather, geological conditions and other aspects of the shoreline and shelf.

regional geography - physical geography - Arctic ocean - petroleum and natural gas prospecting - U.S.S.R. 147759.

15.4.2 Regional geography of Asia

399. GŁODEK, J.:
Brunei
Czasopismo geograficzne, 55, 1984, No. 1, pp.89-92.
1 fig.

Brunei gained independence on January 7th,1979. In 1948 it had only 30 000 inhabitants and in 1982 already 250 000. The capital is Bandar Seri Begawan with 36 000 inhabitants; Muara has 95 000 inhabitants. Petroleum extraction is the most important industry. The population are 65 % Melanasians, 28 % are Chinese and remainder Hindi. The author also describes the economy of the country and its commerce and transportation.

geography - regional geography - Brunei - Poland.
147759.

400. KLAUSING, H.:
Über die industrielle Entwicklung in innerasiatischen Teilen der Volksrepublik China (On the industrial development of the inner Asian part of the Chinese People's Republic)
Petermanns geographische Mittailungen, 128, 1984, No. 2, pp. 143-147. 1 fig.

The eastern part of Chine belongs to inner Asia; it is here that numerous national minorities live. This part of the country is industrially under-developed, what industry there is, is found along the railways which are being built towards the east. Small-scale industries predominate, but especially in the north heavy industry is also developing.

geography - regional geography - China - F.D.R.
147759.

15.4.3 The regional geography of Africa

401. BABING, A.:
Südafrika (South Africa)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 7, pp. 260-269. 0 photos, 9 tabs.

The historical development of South Africa is described as well as the basic characteristics and purpose of the apartheid system in this country. The author shows how the discovery of gold and diamonds one hundred years ago led to the development of an economically closed system in South Africa; he also criticizes apartheid and explains the interests of world imperialism in this region.

geography - regional geography - South Africa - Czechoslovakia - 147759.

402. GŁODEK, J.:

Burundi

Czasopismo geograficzne, 55, 1984, No. 3, pp. 386-394. 4 maps.

Of the 49 countries of Africa, 12 are landlocked. One of these is Burundi. The author describes its geography and natural conditions. Burundi is a highland country, with large mineral wealth, including petroleum and a number of non-ferrous metals. Also the climate and river network are described and its flora and fauna. In 1980 Burundi had 4.6 million inhabitants. 95 % of the population works in agriculture. The capital is called Budzhumbura and has 177 000 inhabitants.

403. KRUMBHOLTZ, D.:
Äthiopien - 13 Monat Sonnenschein (Ethiopia - 13 months of sunshine)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 2-3, pp. 106-111. 16 photos.

In Ethiopia there is a special calendar which some people still use, which has 12 months of 30 days each and a 13th month with only 6 days. The new year begins on September 11th.The author describes the life of the people, their natural and social conditions, and the place of the country in the framework of the countries of the Horn of Africa. Until recently the country still had strong feudal institutions. Now all that has changed and Ethiopia has embarked on the road to socialism. The author also describes the customs of the people.

geography - regional geography - Ethiopia - G.D.R.
147759.

404. VACHALA, B.:
Staroegyptský chrám v exilu (An ancient Egyptian temple in exile)
Lidé a země, 33, 1984, No. 5, p. 205.

Egypt gave some of its historical monuments away in return for the international activities organized by UNESCO for saving Egyptian historical monuments. The sandstone temple in Dendur (77 kilometers from Assuan on the western bank of the Nile) was given as a gift to the U.S.A. The temple was built by the emperor Augustus in 63 B.C. and has now been taken apart into blocks and shipped to New York, where in 1978 it was again assembled and is now open to the public.

geography - regional geography - historical monuments - Egypt - U.S.A. - Czechoslovakia. 147759.

15.4.4 The regional geography of America

405. BARANIETSKIY, L.:
Meksyk - kraj kontrastów (Mexico - a country of contrasts)
Geografia w szkole, 37, 1984, No. 1, pp. 3-11. Lit. 3, 2 maps.

The author describes the regional geography of Mexico, its contrasts and the various physical geography phenomena found there, as well as the most important socio-economic geography characteristics of the country, its demographical and ethnic problems and relations with neighboring countries, especially the U.S.A.

geography - regional geography - Mexico - Poland. 147759.

406. SOBCZYK, W. - ŚWIĆ, H.:
Niektore konsekvencje strefy kanału dla republiki Panamy (Some of the consequences of the existence of the Panama Canal Zone for the Republic of Panama)
Geografia w szkole, 37, 1984, No. 4, pp. 214-215.
Lit. 4.

Panama has over 75 thousand square kilometers and 1.8 million inhabitants. The Panama canal was built by F. Lessepsi, the building was begun by the French in 1881 and completed by the U.S.A. in 1914. In 1903 and agreement was signed between Panama and the U.S.A. about the Canal Zone, which takes up 1.9 % of the territory of Panama. In 1979 the agreement expired and a new agreement was concluded, which guarantees the neutrality of the Canal Zone. The U.S.A. payed Panama a set sum of 10 million dollars and an annual rent of 230 000 dollars. During the period 1904-1970 the U.S.A. paid Panama a total of 55 million dollars.

geography - regional geography - Panama canal - U.S.A. - Poland. 147759.

407. St. Christopher und Nevis (St. Christopher and Nevis)
Zeitschrift für den Erdkundeunterricht, 36, 1984, No. 6, pp. 232-234. 1 map.

The islands of Saint Christopher and Nevis are an independent nation, a member of the British Commonwealth of Nations; it is the 33rd independent country in the Western Hemisphere and the 13th independent country of the Carribean area. St.Christopher measures 168 square kilometers and Nevis 93 square kilometers. Both are of volcanic origin with Mount Misery (1156 m) and Nevis Peak (985 m) as the highest points. Both islands have a tropical climate and in 1980 St. Christopher had 35 104 inhabitants and Nevis 9 300. The capital is on the island of St. Christopher, it is called Basseterre and has 15 000 inhabitants. The article also describes the conomy, agriculture and transportation of the country, which has an annual per capita national income of 920 US dollars (in 1980).

geography - regional geography - St. Christopher and Nevis - F.R.G. 147759.

15.4.5 The regional geography of Australia and Oceania

408. BRINKE, J.:
Tonga - The Kingdom of Tonga
Lidé a země, 33, 1984, No. 6, pp. 245-247.
2 photos, 1 map.

The kingdom of Tonga is an independent country which lies on 200 islands with a total area of 699 square kilometers and with 100 000 inhabitants (in 1981). Its capital is called Nukualofa with 20 000 inhabitants on the island of Tongatapu. The official languages are Tongo and English. The country is a constitutional monarchy with a one chamber legislative assembly. The author describes the history and present situation of the country. 90 % of the population work in agriculture.

geography - regional geography - Tonga - Oceania - Czechoslovakia. 147759.

15.4.6 The regional geography of Antarctica

409. BÁRTL, S.:

Světadíl jako žádný jiný (A continent like no other). Lidé a země, 33, 1984, No. 12, pp. 559-564.

A quarter century has passed since the International Agreement on Antarctica was concluded. The American ice-breaker Polar Star sailed yround the continent in the course of 2 months and made 14 stops, during which a team of three men and one woman went ashore to visit all the 14 polar stations found in Antarctica, which belong to the U.S.S.R., Argentina, Great Britain, France, Japan, F.R.G. and South Africa. On the basis of a report filed by this team, the main points of the agreement are being adhered to by all signatories.

geography - regional geography - Antarctica - Czechoslovakia. 147759.

15.5 Geographical cartography

410. BAKHMATOV, A.E. - BELOV, P.N.:
Opredelenie temperaturi poverkhnosti okeana po izmereniyam so sputnikov v usloviyakh chastichnoy oblachnosti (Determining the temperature of the ocean surface from satellites when it is partially cloudy)
Vestnik Moskovskogo universiteta, Seriya 5 - Geografiya, 40, 1984, No. 5, pp. 60-64. Lit. 5, 2 figs.

The authors describe in detail the methodology of determining the temperature of the ocean surface by satellite when it is partially cloudy.

geography - geographical cartography - oceans - U.S.S.R. 147763

411. GELLERT, J.F.:
Neue Aktivitäten der geomorphologischen Forschung und Kartierung in der VR China (New activities in geomorphological studies and in cartography in the People´s Republic of China)
Betermanns geographische Mitteilungen, 128 1984, No. 4, pp. 293-297. Lit. 54, 1 fig., 1 tab.

After a period of rapid development in theoretical geography after 1949, the period of the cultural revolution led to a 10 year period of stagnation in this science; at present Chinese geographers are again renewing contacts with geographers abroad and are also cooperating with the International Geographical Union. The author provides a survey of work done in geomorphology and cartography by Chinese geographers.

geography - geomorphology - cartography - China - G.D.R. 147763.

412. KOZIN, V.V.:
Strukturno-landshaftnoe kartografirovanie
(Structural landscape mapping)
Izvestiya vsesoyuznogo geograficheskogo obshchestva, 116, 1984, No. 3, pp. 218-224. 1 fig.

Structural landscape mapping means determining the tectonics of landscape systems, their gradation and selection in view of future petroleum and natural gas extraction and the creation of cartographical images. The article also compares experience in developing four generations of structural landscape maps and cites their advantages and disadvantages.

geography - cartography - landscape mapping - U.S.S.R. 147763.

413. SABUROV, D.N.:
Problemy komplekenogo kartografirovaniya zapovednikov i natsionalnikh parkov (Problems of the comprehensive mapping of reservations and national parks) Izvestiya vsesoyuznogo geograficheskogo obshchestva, 116, 1984, No. 1, pp. 9-14.

Information about work now carried on for the comprehensive mapping of all nature reservations and national parks found in the U.S.S.R., which will contain maps of the distribution of plants, soils, flora, fauna and the landscape.

geography - cartography - nature reservations - national parks - U.S.S.R. 147763

414. SIMONOVA, I.P.:
Tematicheskie karti v reshenii zadach po sozdeniyu adaptivnikh sistem zemledeliya (Thematic maps for dealing with tasks connected with the creation of adaptive systems in agriculture)
Vestnik moskovskogo universiteta, Seriya 5 - Geofrafiya, 40, 1984, No. 3, pp. 26-30. 1 fig.

The author demonstrates the necessity of developing agroecological geographical studies for the creation of adaptive systems in agriculture on a regional level. The author suggests that cultural plants serve for the bio-indicator method, where indicators of the environment are various plants specifically cultivated for the purpose. Small-scale thematic map can be used for solving problems connected with the creation of adaptive systems in agriculture.
geography- cartography - U.S.S.R. 147763

15.6 Landscape theory

415. DRAGOŇA, V.:
Konferencia o geografických prístupoch v urbanizme a územnom plánovánie (A conference on geographical approaches to urban development and territorial planning)
Životní prostředí ´84, 18, 1984, No. 4, p. 219.

The article deals with cooperation between geographers and urban developers when dealing with problems connected with interventions into the landscape and its rational development.

Geography -landscape planning - urban development - Czechoslovakia. 147763.

416. HENKEL, G.:
Dorferneuerung in der Bundesrepublik Deutschland (The renewal of villages in the Federal Republic of Germany)
Geographische Rundschau, 36, 1984, No. 4, pp.170-176.
Lit. 12, 1 photo, 4 figs., 1 tab.

Village renewal is part of a policy to slow down the deterioration of life in rural areas which is typical for all industrial societies. Villages should be linked in a sensitive manner with their surroundings and the development of both landscapes and villages should be planned. Job opportunities should be improved and especially everything should be done to improve housing conditions, while maintaining the characteristics of rural architecture both for private housing and public buildings.

geography - landscape development - rural life - architecture - F.R.G. 147761.

15.7 Environmental theory

417. DÝROVÁ, E.:
Teoretická a praktická protierozní účinnost terasování
(Theoretical and practical anti-erosion effects of terraces)
Životní prostředí '84, 18, 1984, No. 6, pp. 297-302.
Lit. 7, 8 figs.

The building of terraces on slopes of hills prevents erosion of the soil. The author describes various types of terraces, their advantages and disadvantages and which types are built under specific conditions. Care should be taken that terraces do not have a negative influence upon the landscape.

geography - environmental aspects - terraces - soil erosion - Czechoslovakia. 147767.

418. FLÜCHTER, W.:
Umwerltproblematik und Umweltschutzpolitik in Japan. Grundzüge und Besonderheiten (Environmental problems and environmental conservation policy in Japan. Basic aspects and specific characteristics)
Geographische Rundschau, 36, 1984, No. 3, pp. 100-113.
Lit. 39, 4 photos, 2 maps, 8 figs., 2 tabs.

Since the end of the fifties Japan is in the focus of attention of the whole world in view of its huge economic successes and also because of the exceptional nature of its environmental problems. Environmental pollution is now the subject of much discussion in Japan, especially air and water pollution.

geography - environmental pollution - environmental policy - Japan - F.R.G. 147767.

419. HRONSKÝ, F.:
Životné prostredie v socialno-ekonomickom rozvoji ČSSR (The environment in the socio-economic development of Czechoslovakia)
Životní prostředí '84, 18, 1984, No. 4, pp.179-181.
2 photos.

The XIVth, XVth and XVIth Congresses of the Communist Party of Czechoslovakia as well as various meetings of the Party's Central Committee have all devoted attention to the problems of environmental pollution. These problems must be dealt with in a comprehensive manner, by creating the necessary material and technological conditions and especially by giving priority to technologies where no side products which might pollute the environment are created in the first place.

geography - environmental conservation - socio-economic conditions - Czechoslovakia. 147767.

420. MYAGKOV, S.M.:
Istoriya i prognoz izmeneniya antarkticheskogo lednikovogo pokrova (The history of and forecast for changes in the Antarctic glacial cover)
Vestnik Moskovskogo universitěta - Seriya 5 - geografiya, 40, 1984, No. 3, pp. 10-17, 1 fig.

The article describes the findings of extensive studies to determine changes in Antarctic glaciation and the history of changes in the level of the world's oceans. The later beginning of the glacial ice sheet on the continent in relation to the moment when Antarctica become a polar region can be explained by the fact that the continent remained submerged in the sea until the upper Oligocene. The increase in the temperature of the climate which is assumed to take place in the future due to various technological factors will not cause changes in the glacial ice sheet of Antarctica; if this were to happen, it might in turn lead to a dangerous increase in the level of the world ocean.

geography - environmental conservation - increase in world temperature - melting of Antarctic glacial ice sheet - U.S.S.R. 147767.

421. **PASTERNAK, K.:**
Zmiany w chemicznych i biologicznych stosunkach środowiska wodnego rzeki jako rezultat oddziaływania zbiorników retenczyjnych (Changes in the chemical and biological conditions of the water environment in rivers as the outcome of the influence of retention water reservoirs)
Czasopismo geograficzne, 55, 1984, No. 3, pp.366-322.
Lit. 44.

The author describes the impact of water dams upon the physical, chemical and biological qualities of the environment in rivers and the factors which influence these changes and hence the quality of the water in reservoirs.

geography - environmental conservation - quality of water - reservoirs - rivers - Poland. 147767.

422. **TINTĚRA, J.:**
Půda v nebezpečí (The soil in danger)
ABC mladých techniků a přírodovědců,29 1983-1984, No. 11, pp. 4-5, 2 photos.

The author begins by asking the question of what damages our soil. He discusses erosion, exhalations, emissions and incorrect cultivation of the soil. Water erosion damages 3 300 000 hectars and wind erosion 1 700 000 hectars annually. Damaged soil should be recultivated and reclaimed as soon as possible.

geography - environmental - soil erosion - Czechoslovakia. 147767.

423. TOLBA, M.K.:
L´etat d´environment: Sujet d´environment: Sujets selectionés pour 1983 (The state of the environment: selected subjects for 1983)
Biologie, Géologie, 70, 1983, No. 3, pp. 581-598.
1 fig.

The author discusses a number of specific examples of cases where the environment is threatened, including the placing radioactive waste at the bottom of the sea, acid rain, dealing with waste in general and the influence of various chemicals upon crop plants, especially in the countries of Asia and Africa.

geography - environmental conservation - waste - France. 147767.

424. VYMĚTAL, V. - KOSTELÁNSKÝ, F.:
Ekologie a praktické zemědělství (Ecology and practical agriculture)
Životní prostředí ´84, 18, 1984, No. 6, pp.294-296.
1 photo.

Man has been polluting the environment ever since he began with agricultural production and when he ceased to collect plants and their fruit and began to cultivate them. At first he burnt the forest, where ashes helped to fertilize the soil for crop production. But modern agriculture disrupts the equilibrium found in nature to a much greater extent and to an increasingly lesser extent does it make use of ecological relations. The creation of huge fields brings with it a number of negative conserquences; abolishing coppices, paths between fields, shrubs, terraces etc. has negative effects and the increase of space devoted to the cultivation of crops takes place at the cost of natural communities.

geography - environmental conservation - agriculture - ecology - Czechoslovakia. 149667.

425. KURAKIN, A.F.:
Leninskie printsipi okhrani prirodi (Leninist principles of nature conservation)
Geografiya v shkole, 51, 1984, No. 2, pp. 6-11.

V.I. Lenin placed great stress on the conservation of natural and mineral resources and their rational utilization, as well as the allocation of productive forces from a nature conservation point of view. The article cites the decision made by Lenin in this area and the decrees concerning nature conservation and the creation of nature reservations which were issued under Lenin's leadership. In 1981 there were 137 nature conservation areas and reservations in the U.S.S.R. with a total area of 11 million hectars.

geography - nature conservation - V.I. Lenin - U.S.S.R. 149667.

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